



“Love to Learn”

SCHOOL EMERGENCY MANAGEMENT (CRITICAL INCIDENT) AND BUSINESS CONTINUITY POLICY AND PLAN

**ADOPTED DATE: NOVEMBER 2018
REVIEW DATE: NOVEMBER 2019**

10x copies of this document to be kept in the Critical Incident Box

**Malcolm Sargent Primary School
Empingham Road
Stamford PEG 2SR
01780 762708**

Engage & Inspire

Nurture & Growth

Pride & Joy

CONTENTS

Page 4-5	Section 1	Introduction
	1.1	Aims and Objectives
	1.2	Scope of the Plan
Page 6-7	Section 2	Activation Triggers
	2.1	Activation Triggers and Initial Action
	2.2	Emergency Management Team
	2.3	Emergency Management Team Room
	2.4	Local Authority Support Network
Page 8-10	Section 3	Contact Details
	3.1	School Emergency Information
	3.2	School Staff and other contacts
Page 11-23	Section 4	Roles and Responsibilities
	4.1	Principal
	4.2	Vice Principal
	4.3	School Business Manager
	4.4	SENDCo
	4.5	Site Manager
	4.6	Chair of Governor
	4.7	Finance Manager
	4.8	Educational Visits Leader
Page 24-31	Section 5	Business Continuity
	6.1	Purpose of the Business Continuity Phase
	6.2	Critical Function Analysis and Recovery Resources
	6.2.1	Strategies for Continuity of Services
Page 32-35	Section 6	Welfare and Post Incident Support
Page 36	Section 7	Recovery and Resumption
	7.1	Purpose of the Recover and Resumption Phase
	7.2	Recovery and Resumption Actions
Page 37-38	Appendix 1	Incident Information Log
Page 39-46	Appendix 2	Contact Details Sheets
Page 47	Appendix 3	Blank Incident Log Sheets
Page 48	Appendix 4	Site Information
Page 49	Appendix 5	Evacuation and Relocation Arrangements
Page 50-51	Appendix 6	Shelter

Page 52	Appendix 7	Lockdown
Page 53-54	Appendix 8	School Closure
Page 55-56	Appendix 9	Communications
Page 57	Appendix 10	Media Considerations
Page 58-59	Appendix 11	Sample Staff and Parent Briefings
Page 60-64	Appendix 12	Advice on Communication with Children
Page 65-66	Appendix 13	Bomb Threats
Page 67-68	Appendix 14	Suspicious Packages
Page 69	Appendix 15	ICT Backup
Page 70	Appendix 16	Grab Bag
Page 71	Appendix 17	Post Incident Evaluation Form

SECTION 1 - Introduction

The handling of a crisis is a normal part of school life, but some incidents are of a critical, more overwhelming nature.

A critical incident is a sudden, unexpected and tragic event that causes significant and serious personal distress and disruption to children and staff. It may involve an individual or a group, but it potentially overwhelms normal responses and procedures. It will almost certainly impact upon the emotions and the organisation of Malcolm Sargent Primary School (the School) as a whole.

- It happens fast, 'out of the blue'
- It may involve large numbers of school members directly or indirectly
- It is outside our usual experience
- National disasters, especially those involving children, are often engraved on people's memories for life

This policy is a contingency plan designed to provide a framework for handling a critical incident. The formulation of this policy is intended to clearly define the roles, responsibilities and procedures to follow, for school staff dealing with such an incident.

Each critical incident is unique, and it is not possible to plan for every eventuality, but similarly each critical incident can be shocking and disorientating so a prepared procedure is essential to ensure that the academy's reaction is effective and efficient.

1.1 Aims and Objectives

To provide a flexible response to an emergency or disruptive incident so that the School can:

- minimise the impact of an emergency or major incident,
- ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling support arrangements to be rapidly activated,
- maintain high standards of welfare and duty of care arrangements for pupils, staff and carers,
- ensure that decision making and actions during the emergency situation are properly recorded,
- to minimise educational and administrative disruption within the School, to facilitate the return to normal working arrangements at the earliest time

1.2 Scope of the Plan

This plan is designed to allow the School to cope in a wide range of emergencies, including those occurring:

- within the School during the school day,
- to the School outside of school hours,
- on School trips and journeys,
- to pupils on the way to or from School,
- from events immediately outside the School gates,
- from events that adversely affect an area wider than the School itself.

The details contained within this document will form the basis of the School's approach to such a crisis. This policy also works in conjunction with other policies such as:

- Health and Safety
- Educational Visits

Co-ordinated support may be available to the School from the LA, and it may be practical to contact the LA immediately. If the incident involves the police, they will take control of certain management issues.

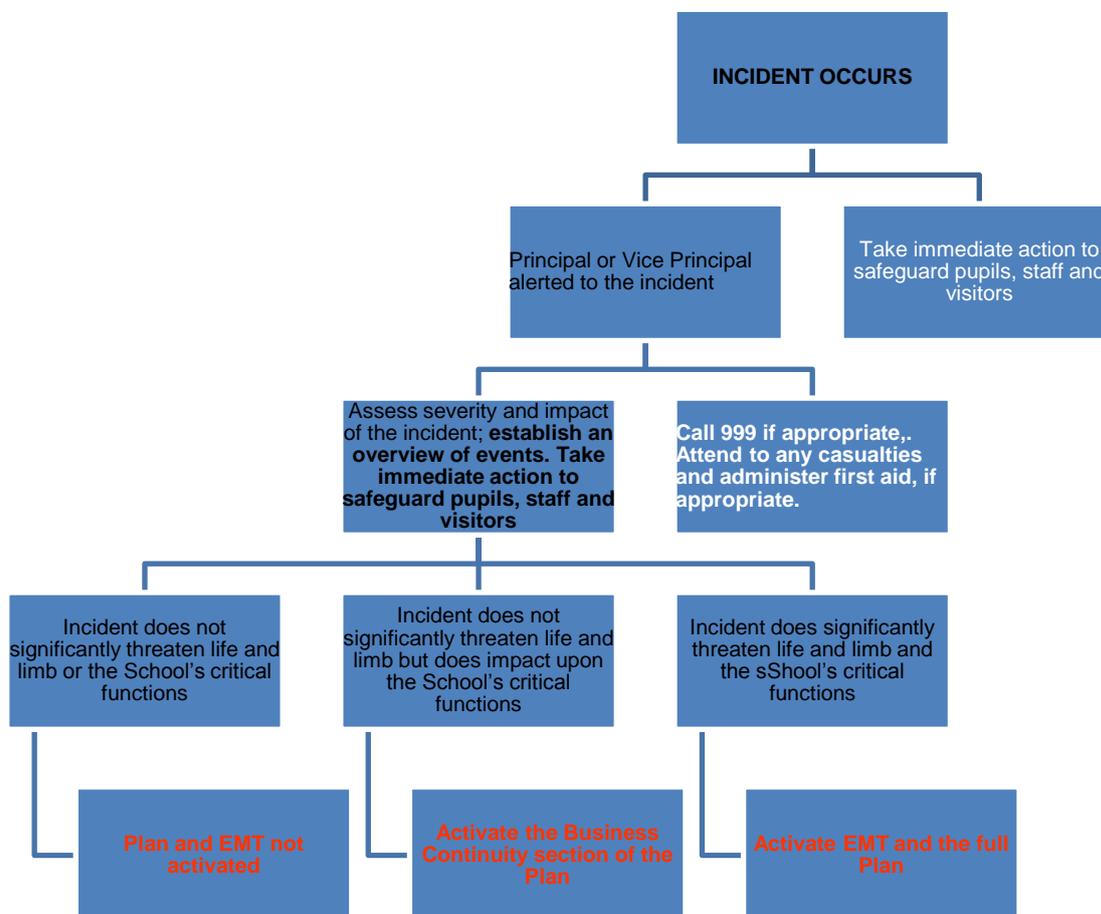
Potential incidents which could affect the School are considered to be:

1. Fire/flood
2. Health risk – outbreak of contagious illness/disease like meningitis
3. Major arson attack
4. Fatal road traffic accident
5. Serious injury on an out of school visit
6. Computer failure – e.g. risk of virus/hacker/parasite invasion from internet with additional implications for data protection
7. Death of a student or member of staff
8. Natural disaster within the community
9. Consequences of terrorist or criminal activity

Within the appendices there is a full list of emergency contacts for the School. This will be reviewed annually and updated where necessary.

SECTION 2

2.1 – ACTIVATION TRIGGERS AND INITIAL ACTION



2.2 EMERGENCY MANAGEMENT TEAM

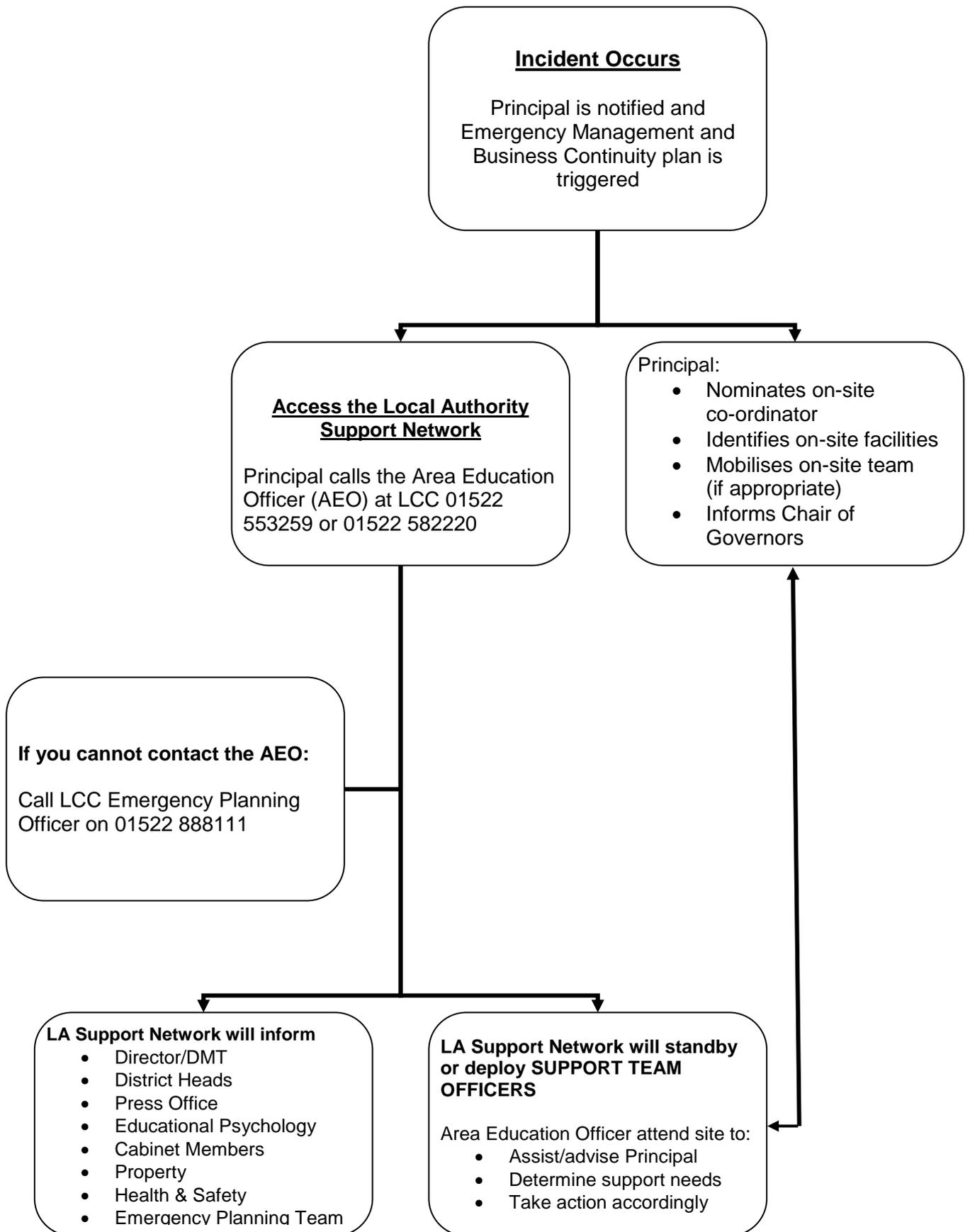
An **Emergency Management Team (EMT)** would comprise the following staff dependent upon whom the School feels is directly involved in the incident:

- Principal
- Members of the SLT
- Staff Representative
- Chair of Governors
- **Site Manager/Caretaker**
- Administrative support

2.3 EMERGENCY MANAGEMENT ROOM

The School nominates the Principal's office which could be taken over by the EMT to facilitate an Emergency Management and Business Continuation Plan.

2.4 LOCAL AUTHORITY SUPPORT NETWORK



SECTION 3 - CONTACT DETAILS AND SCHOOL INFORMATION

School details	
Name of school	Malcolm Sargent Primary School
Type of school	Primary School
School address	Empingham Road, Stamford, PE9 2SR
School operating hours (including extended services)	7.30am-6.00pm, Monday to Friday
Approximate number of staff	100 Malcolm Sargent Primary School staff 25 Acorn Childcare Centre staff
Approximate number of pupils	640 Malcolm Sargent Primary School pupils 96 Acorn Childcare Centre pupils
Age range of pupils	0-11 years

Office contact details	
Office telephone number	01780 756056
Office email address	Liz.town@malcolmsargent.lincs.sch.uk

Useful websites	
School website / extranet	www.malcolmsargentschool.co.uk
Local authority	Lincolnshire
Department for Education	www.education.gov.uk
Education Funding Agency	http://www.education.gov.uk/aboutdfe/executiveagencies/efa
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk

Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

These contact details should only be used in an emergency. Do not give them to the media, pupils, parents/carers or members of the public.

NAME	POSITION	CONTACT NUMBER(S)
Tristan Revell	Critical Incident Manager 1	01733 252646 07856 614918
Tim Cox	Critical Incident Manager 2	01733 753505 07795 662948
Ken Swanson	Critical Incident Manager 3	01780 766736 Work 07836 793364 01780 755639 Home
Tim Harris	Vice Chair	01780 762180 07770 875974
Helen Trower	Clerk to the Governors	01778 440688 07769 722076
Stuart Wallace	Site Manager	07731 029880
Janet Maycock	Lettings Manager	01780 754432 07969 231385
Sally Saunderson	Finance Manager	01780 759109 0771 5556281
Liz Town	School Administration	01780 752106 07989 432898
Tina Cox	Vice Principal	07872 471080
Hollie Ward	Assistant Principal	07967 185781
Katie Perry	Assistant Principal	07919 202123
Sarah Horsfall	Acorn Childcare Centre Manager	07725 190104
ESPO Total Gas & Electric		0116 2657884
BT		0800800154
Environment Agency		0308 506506

Hospitals Grantham Lincoln Boston Gainsborough		01476 565232 01522 512512 01205 364801 01427 816500
Samaritans		0845 7909090
Local Religious contacts: Diocesan Office Lincoln County Hospital – Duty Chaplain		01522 529241 01522 512512
British Red Cross	Advice on memorials and donations	020 7235 5454
CRUSE	Bereavement Care	0870 1671677
Child Bereavement Trust	Information line for parents, who have been bereaved	0845 357 1000
Childline	National helpline for children	0800 1111
Compassionate Friends	Support for bereaved parents who have lost a child of any age from any circumstances	0117 953 9639
Lincolnshire Centre for Grief & Loss		01522 564168
NSPCC		0808 8005000
Winston's Wish Family Line	Information for families of bereaved children	0845 203 0405

SECTION 4 – ROLES AND RESPONSIBILITIES

The following checklist is provided to assist the Emergency Management Team to carry out their roles and responsibilities once this policy has been activated. These checklists are a general guide. Further actions may be required which are specific to the incident.

4.1 Principal

Action	Completed by	Time
Activate the School Emergency Management Team		
Contact emergency services, as appropriate, refer to list of Emergency Contacts for support		
Obtain information about incident using Appendix 1		
Commence a log of all events, actions, times and decisions (see Appendix 3).		
Ensure safety/welfare of pupils and all adults in the care of the school.		
Identify any vulnerable pupils or adults needing specific support.		
Wherever possible, assign members of staff to relevant Emergency Management Team roles: Ensure that staff are clear about their designated responsibilities. Ask staff to maintain a log of actions made and decisions taken		
Assign a log-keeper to provide administrative / secretarial support		
Activate the Local Authority Support Network.		
Decide whether to keep pupils in classrooms and safe areas or consider evacuation.		
Consider activating school closure arrangements.		
<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ 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 pupils will be reunited. ▪ determine adults and staff involved in incident are safe to drive or take public transport or if they need collecting/transportation 		
Ensure that the EMT are effectively carrying out their designated roles and responsibilities.		
Fetch any equipment that may prove useful (emergency kit stored with Caretaker)		
Liaise with the emergency services.		
Keep staff informed and updated of the situation as well as children, parents and extended services.		

Ensure Chair of Governors is kept informed of the situation and the response arrangements.		
Prepare information and advice to parents.		
Create timetable of EMT to review management of incident.		
Call meetings of the EMT as required and ensure that the EMT and LA receive regular situation updates.		

After Incident during recovery

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.		
Consider contacting the Head Teachers of nearby schools to inform them of any important issues relating to the incident.		

4.2 Vice Principal

Action	Completed by	Time
In the absence of the Principal adopt their roles and responsibilities.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the EMT.		
Obtain as much information as possible from the Principal about the situation.		
Commence a log of all action and decisions.		
Lead arrangements to ensure safety/welfare of pupils and all adults in the care of the school.		
Lead and direct all school staff to support decisions taken by the Principal.		
Seek advice from the Principal on whether to keep pupils in classrooms and safe areas or consider evacuation.		
If directed by the Principal – make arrangements for the evacuation of the school to designated evacuation points or back up location.		
If directed by the Principal – make arrangements to activate closure arrangements.		
Keep staff informed and updated of the situation as well as children, parents and extended services.		
Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.		
Ensure staff tasked with telling children are able to undertake this task		
Designate staff to make contacts with families of children and staff involved in the incident – use a record of contacts to avoid confusion or distress, establish families not left alone in distress		
Assist the Principal in providing consistent advice/information to parents.		
Attend meetings of the EMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.3 School Business Manager

Action	Completed by	Time
Obtain as much information as possible from the Principal and/or Vice Principal about the situation.		
Commence a log of all actions and decisions.		
Ensure all staff maintain a log of events.		
Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / carers Media briefing room.		
Provide administrative / secretarial support to the EMT.		
Keep accurate records of anyone admitted to hospital or treated by the emergency services.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the EMT.		
Support the Principal and/or Vice Principal in contacting all members of the EMT and request they carry out their roles and responsibilities as described in this policy.		
Advise the Principal and/or Vice Principal if any member of the EMT is unavailable and cannot carry out their roles and responsibilities.		
Ensure copies of the Emergency Policy are available for the EMT.		
Ensure that pupil records and registers are available.		
Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.		
Ensure that pupil medical records are available.		
Highlight to EMT any pupils that may need specific support.		
Ensure that parental/carer records and contact numbers are available.		
Ensure that staff records and contact details are available.		
Ensure that the visitor and pupil signing in/out book is available.		
Lead the office staff in assisting the EMT with information needs and the emergency response.		
Assist the Principal and/or Vice Principal in providing consistent advice/information to parents.		
Where possible cancel any planned visitors to		

the school.		
Advise service providers of the interruption to the normal arrangement for provision of goods/services to the school (catering/transport etc).		
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.		

After Incident during recovery

Act as the main contact for the recovery process. Continue to allocate tasks amongst the EMT.		
Keep website up to date.		
Ensure that post incident support is available to all who may require it (please refer to appendix for more information).		
Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.		
Collate all incident logs, making copies if necessary.		
Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).		
Complete any necessary forms / paperwork.		

4.4 Assistant Principal

Action	Completed by	Time
In the absence of the Principal and Vice Principal adopt their roles and responsibilities.		
Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.		
Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).		
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 pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.		
In groups as small as practicable, inform pupils 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 pupils.		
Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.		
Take account of religious and cultural factors. Consider contacting community religious leaders for support.		
Ensure that staff take regular rest periods.		

After Incident during recovery

Please refer to appendix 6 for information on welfare arrangements and post incident support after the emergency response.		
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4.5 Site Manager

Action	Completed by	Time
Obtain as much information as possible from the School Business Manager about the situation.		
Commence a log of all actions and decisions.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the EMT.		
Ensure that emergency services are able to access the incident quickly and without obstruction.		
Take action to protect property.		
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: <ul style="list-style-type: none"> ▪ 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. 		
Ensure all building and gate keys are available.		
If required <ul style="list-style-type: none"> • Immobilise the gas supply, electricity or water supply (see Section 4). 		
If required assist with evacuation.		
Where possible assist with ensuring the security of the school site.		
Attend meetings of the EMT as required, and ensure that you receive regular situation updates.		
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).		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

After Incident during recovery

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.		

4.6 Chair of Governors

Action	Completed by	Time
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the EMT.		
Obtain as much information as possible from the Principal and/or Vice Principal about the situation.		
Commence log of all actions and decisions.		
Inform governors of the incident		
Assist the Principal and/or Vice Principal in providing consistent advice/information to parents.		
Attend meetings of the EMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.7 Finance Manager

Action	Completed by	Time
Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.		
Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.		
Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.		
Contact Danish Invader to arrange Media Conference Centre		
Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.		
Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.		
Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.		
Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.		
Be prepared to be interviewed by the media.		
Support staff with any communication needs.		
Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).		
Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.		
Gather information from the SEMT, emergency services and other organisations as appropriate.		
Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).		

Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.		
Try to prevent the spread of misinformation (especially through the use of mobile phones).		
Record details of any expenditure incurred by the school.		
Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 		
Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.		
Liaise with the 'media management' role about contacting local radio stations.		
Update the school answer phone on a regular basis.		
Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 		
In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.		

After Incident during recovery

Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.		
Assist the 'business continuity' role in providing remote / virtual learning.		
Check that any information in the public domain (e.g. website content) is accurate and up-to-date.		
Complete any necessary forms / paperwork		
Be aware of media interest in memorials or anniversaries of the event.		

4.8 Educational Visits Leader

Action	Completed by	Time
Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.		
Contact the Principal (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.		
Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.		
Establish arrangements to meet the immediate welfare needs of pupils and staff.		
Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.		
Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil 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.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 		
Avoid making comments to the media until parents / carers have been informed.		
Do not discuss legal liability with others.		
Continue to assess any risks to pupils 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 Principal / nominated emergency contract. Continue to liaise with the emergency services and other organisations.		
Continue to brief staff and allocate tasks on a regular basis.		

Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.		
Consult the Principal (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 abroad, contact the Foreign & Commonwealth Office for support.		
If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).		
Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ 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 Principal (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 pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).		

After Incident during recovery

Please refer to appendix 6 for providing welfare arrangements and post incident support after the initial emergency response.		
Complete any necessary forms / paperwork.		

Section 5 - Business Continuity

5.1 Purpose of the Business Continuity Phase

The purpose of the business continuity phase of your response is to ensure that critical functions are resumed as quickly as possible and/or continue to be delivered during any disruption. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some 'non critical' functions may need to be suspended at this time. Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Examination papers	Principal's Office	Short term	
Asset registers / equipment inventories	Online	Short term	Back up available – restore via temp server via Ark
Insurance documentation	Online	Short term	Back up available – restore via temp server via Ark
Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Contact details	Integris – online and on cards Parentmail – online (remote access)	Short term	Back up available – restore via temp server via Ark
Financial information	Online	Short term	Back up available – restore via temp server via Ark
Medical information	Online	Short term	Back up available – restore via temp server via Ark

Remote learning	Notes / instructions
Website / extranet	Use of Mymaths, Sumdog and Oxford Owls remote access available
Email	Online remote access available

5.2 Critical Function Analysis and Recovery Resources

Critical Function	RTO	Minimum Service Level	Staff	Data/ Systems	Premises	Equipment	3 rd Party Dependencies
Considerations							
Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel Loss of telecommunications							
Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.							
Consider how the incident will affect any extended services that use the school premises.							
Attempt to recover important documentation, records and equipment if safe to do so							
Put arrangements in place to keep the							

school open and try to maintain normal school routines wherever possible.							
Deliver a timetable of education for Year 6 and 2	1 day	1 member of qualified staff per ? pupils with key resources	1 member of staff qualified to ? standard per ? pupils	N/A	Heated room with access to water and toilet facilities	Tables / chairs / learning resources	N/A
Put in place arrangements for remote learning, if necessary							
Seek support from other organisations (e.g. buddy schools, the local authority, suppliers)							
Maintain Attendance Records	1 day	Maintain paper records	1 trained member of staff	N/A	N/A	Paper record sheets	N/A
Ensure staff, pupils and parents / carers are informed of any changes to the school routine							
In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.							
Make an inventory of							

any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced							

5.2.1 Strategies for Continuity of Services

Arrangements to manage a loss or shortage of Staff or skills <i>Please add/amend/delete as appropriate</i>	Further Information (e.g. Key contacts, details of arrangements, checklists)
a. Use of temporary staff e.g. Supply Teachers, Office Staff	
b. Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave.	
c. Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> • Larger class sizes. • Use of Teaching Assistants, Student Teachers, Learning Mentors etc. • Virtual Learning Environment opportunities. • Pre-prepared educational materials that allow for independent learning. • Team activities and sports to accommodate larger numbers of pupils at once. 	
d. Using mutual support agreements with other Schools: emergency secondments.	
e. Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	

f.	As a last resort, providing a child-minding (rather than educational) service using the above volunteers and remaining staff (to less impact on local and wider economy).	
Arrangements to manage loss of technology / communication / data / power <i>Please add/amend/delete as appropriate</i>		Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Back-ups of key school data e.g. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc.	
b.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	
c.	Flexible lesson plans.	
d.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	
e.	Contact the utility company responsible or appropriate repair contractor.	
f.	Emergency lighting.	
Arrangements to manage denial of access to your premises or loss of utilities <i>Please add/amend/delete as appropriate</i>		Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Using mutual support agreements with other Schools.	
b.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, other premises.	Casterton College Rutland
c.	Virtual Learning Environment opportunities.	
d.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	

e.	Off-site activities e.g. swimming, physical activities, school trips.	
f.	Stagger lessons across break times and lunch to maximise use of available space, and extend the school day to expand the time available in classrooms.	
Arrangements to mitigate the loss of key suppliers, third parties or partners <i>Please add/amend/delete as appropriate</i>		Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Pre-identified alternative suppliers.	
b.	Ensuring all external providers have business continuity plans in place as part of contract terms.	
c.	Insurance cover.	
d.	Using mutual support agreements with other schools.	

Section 6 Welfare & Post Incident Support

Our welfare lead in the event of an incident is: **The Vice Principal**

Post incident support - assistance for pupils and parents / carers	Tick / sign / time
Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
Consider which pupils need to be briefed, how, and by whom.	
Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
Consider providing relevant books in the school library.	
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 pupils to send cards / messages to those affected.	
Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ 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 pupils and parents / carers.	
Consider organising an event for parents / carers to discuss any issues or concerns they might have.	

<p>If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.</p>	
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Post incident support - general actions	Tick / sign / time
<p>Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.</p>	
<p>Consider requesting support from other organisations. E.g.:</p> <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
<p>Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.</p>	
<p>Cancel or rearrange any events which are inappropriate.</p>	
<p>Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.</p>	
<p>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.</p>	
<p>Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.</p>	
<p>Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).</p>	

Post incident support - returning after a period of absence	Tick / sign / time
<p>Negotiate with parents / carers a suitable date for returning to school after a period of absence.</p>	

<p>Consider if any additional support could be provided which would make the return easier. E.g.:</p> <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. 	
<p>Brief pupils who may be able to help in the process of resettling (e.g. close friends).</p>	
<p>Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for:</p> <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. 	

Post incident support - funeral arrangements	Tick / sign / time
<p>Contact bereaved families to express sympathy on behalf of the school.</p>	
<p>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.</p>	
<p>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:</p> <ul style="list-style-type: none"> ▪ 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 pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	

Post incident support - remembrance	Tick / sign / time
<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	
<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
<p>Be aware of renewed media interest near anniversaries of the event.</p>	

7.0 Recovery and Resumption

7.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for the School as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

7.2 Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of Staff and Pupils	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of Counselling Services	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect. [By Briefing, website, telephone, email as appropriate]	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with Staff (and possibly with Pupils). Complete a report to document opportunities for improvement and any lessons identified	The incident de-brief report should be reviewed by all members of the School Incident Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the School.	<input type="checkbox"/>
5.	Review this Continuity Plan in light of lessons learned from incident and the response to it	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan is read by all members of the Business Continuity Team	<input type="checkbox"/>

APPENDICES

Appendix 1 Notification of Incident & Initial Action Report

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:	
Date and time of incident:	
Contact details of informant:	
Date and time of call:	
Exact location of incident:	
Details of incident:	
Where is the informant now? Where are they going?	
People affected (including names, injuries/fatalities, where they are, where they are being taken to):	
What arrangements are in place for people not directly involved in the incident?	
Remaining hazards at the scene?	

What advice have the emergency services given?	
Who has been informed? Head Teacher School staff Governors Pupils Parents / carers Extended services Police Fire & Rescue Service Ambulance Service Local authority Health and Safety Executive Foreign & Commonwealth Office Media Insurance company Trade union	
Does anyone else need to be informed?	
Are any other actions required?	
If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.	
Name of educational visit leader:	
Nature of educational visit:	
Number of pupils on educational visit:	
Number of staff on educational visit:	
Location of educational visit:	
If the incident happened abroad, does the Foreign & Commonwealth Office need to be notified?	
Notes:	

A2.2 Contact Details - Extended Services

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)

A2.3 Contact Details - Local Authority

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number		07775 705126		
Children's services		01522 782020		
Media / communications		01522 552305		
Property		01522 836222	07775 705126	
Transport				
Catering	Sodexo	07525 207217	Karen Fisher	
Educational visits				
Emergency planning				
Health and safety		01522 836713 01522 836714 07793 187663		
Risk / insurance	EFA/RPA	Gallagher Bassett Ltd 0113 246 2040	Uk.rpa@gbtpa.com	
Legal	Hatchers	01743 248545		
Human resources	EPM Switchboard	01480 431993		
Educational psychology		01522 553341		
Occupational health	Heale's Medical	0844 8421755		

A2.4 Contact Details - Local Radio Stations

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
Rutland Radio		Tel: 01572 757868 Fax: 01572 757744 Studio: 01572 755888 News: 01572 757588		

A2.5 Contact Details - Other Organisations

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Education Funding Agency		Public Communications Line 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		

Health and Safety Executive		<p>Infoline: 0845 345 0055</p> <p>Incident contact centre: 0845 300 9923</p> <p>Duty officer: 0151 922 9235 (24 hour)</p> <p>Duty press officer: 0151 922 1221 (24 hour)</p>		
Insurance company	EFA/RPA	Gallagher Bassett Ltd 0113 246 2040	UK.RPA@gbpta.com	
Trade union		<p>NUT 020 7388 6191</p> <p>NASUWT 0121 453 6150</p> <p>NAHT 0144 447 2475</p> <p>PAT 0133 237 2337</p> <p>UNISON 0800 597 9750</p>		
Supplier (catering)		Sodexo 07525 207217	Karen Fisher	
Supplier (temporary staff)		Vision for Education 01733 371371		
Utility supplier (gas & electric)		ESPO – Total 0116 265 7884		
Utility supplier (water)		Anglian Water 08457 919155		
Alarms	Sonic	01780 720500		
Building work Electrical work	Bull and Co J D Carter	01733 561234 01733 810668/ 07740946642	Tony Dines Justin Carter	

<p>Teacher Support Network</p>		<p>England: 08000 562 561 (24 hour)</p> <p>Wales: 08000 855 088 (24 hour)</p> <p>Scotland: 0800 564 2270 (24 hour)</p>		<p>The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.</p>
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Appendix 4 - Site Information

Utility supplies	Location	Notes / instructions
Gas	See plan in critical incident box – caretaker's garage	
Water	See plan in critical incident box – caretaker's garage	
Electricity	See plan in critical incident box – caretaker's garage	
Heating	See plan in critical incident box – caretaker's garage	

Internal hazards	Location	Notes / instructions
Asbestos	See plan in critical incident box – caretaker's garage	
Chemical store(s)	n/a	

Pre-designated areas	Location	Notes / instructions
Management Team Briefing Area	Principal's Room	
Media briefing area	Vice Principal's Room	

Appendix 5 - Evacuation & Relocation Arrangements

Signals

Signal for fire evacuation	Fire Siren
Signal for bomb evacuation	Fire Siren
Signal for all-clear	Silence of Siren

Assembly points - fire evacuation

Fire evacuation assembly	Follow normal fire evacuation procedures
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Assembly points - bomb evacuation

Bomb evacuation assembly	Follow normal fire evacuation procedures
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If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre

Name of premise	Casterton College Rutland
Type of premise	Secondary School
Contact name and details of key holder(s)	01780 762168
Address	Ryhall Road, Great Casterton, PE9 4AT
Directions / map	
Estimated travel time (walking, with pupils)	30 minutes
Estimated travel time (by coach, with pupils)	5 minutes
Capacity	1,000
Capacity (sleeping)	
Facilities / resources	
Emergency relating to the whole of Stamford Town	Centralised Emergency Plan SKCD/LCC Central Meeting Point with Facilities – Stamford Town Hall
Notes	

Appendix 6 - Shelter

Signals	
Signal for shelter	Constant Class Change signal
Signal for all-clear	Silencing of signal

Upon hearing the shelter signal, take the action below.

Initial response - shelter	Tick / sign / time
Ensure all pupils are inside the school building.	
If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
Dial 999, if appropriate. Dial once for each emergency service that you require.	
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.	
Check for missing / injured pupils, staff and visitors.	
Reassure pupils and keep them engaged in an activity or game.	
Notify parents / carers of the situation.	
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

Appendix 7 - Lockdown

Signals	
Signal for lockdown	Constant Class Change Signal
Signal for all-clear	Silencing of signal

Lockdown	
Rooms most suitable for lockdown	All with blinds or out of sight
Entrance points (e.g. doors, windows) which should be secured	All fire doors, cloakroom doors and studio
Communication arrangements	Email
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Initial response - lockdown	Tick / sign / time
Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
Dial 999. Dial once for each emergency service that you require.	
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 ▪ Stay away from windows and doors. 	
Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
If possible, check for missing / injured pupils, staff and visitors.	
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

Appendix 8 - School Closure

Generic actions - initial response	Tick / sign / time
<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
<p>If necessary, assemble an SLT.</p>	
<p>Seek support from other organisations (e.g. the local authority) as appropriate.</p>	
<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform:</p> <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
<p>If the closure takes place during the school day, arrange transport for pupils as necessary.</p>	
<p>If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.</p>	
<p>Make alternative arrangements for exams if necessary.</p>	

If the school is likely to be closed for a significant period of time, consider the actions below.

Generic actions - ongoing response	Tick / sign / time
Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
Ensure the security of the school premises.	
Put in place arrangements for remote learning (please see appendix 2).	

Appendix 9 - Communications

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01780 756056	All office phones
Outgoing calls	Dial 9 + number	All phones

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> ▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the school site?
School website / extranet	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to edit the website? ▪ Can it be updated remotely or only from the school site?
Text messaging system	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to use the text messaging system? ▪ Can it be used remotely or only from the school site?
Local radio stations	<ul style="list-style-type: none"> ▪ Instructions for reporting school closures.
Telephone tree	
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	
Facebook page	

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils		
Parents / carers	Parentmail	
Governors	Email	Via Clerk
Extended services	Acorn Childcare Centre	
Wider community	Facebook Website Local press Local radio	

Appendix 10 - Media Considerations

Our Media lead and Spokesperson is [Tristan Revell](#)
Our Deputy Media lead and Spokesperson is [Tim Cox](#)

The room designated for media briefings and press personnel is [Vice Principal's Office](#).
Our alternate room is [the Conference Centre at the Danish Invader](#)

Templates for press holding and pupil and parent briefings are kept [critical incident box](#)

The school has agreed the following guidelines in the event of an incident.

General advice/before the LCC Communications representative arrives

- No member of staff will talk to journalists alone. Rather, they will be accompanied by a colleague who can note what is said.
- Staff talking to the press will provide nothing more or less than the facts.
- Staff will provide a prepared statement rather than an interview.
- A later time to undertake an interview/issue a further statement will be arranged and this will be honoured.
- Personal information will not be released.
- No blame will be apportioned.

Other than the Principal [and media lead/spokesperson](#) the rest of the Senior Leadership Team will not be directly involved in media communications

The school have agreed a template media holding statement, which can be used in the initial stages of an incident, until the LCC Communications representative arrives. This will be followed up with a more detailed statement as soon as possible.

Additionally, a template briefing for staff and parents has been agreed with staff. Both of these will be amended to suit the situation.

In the event of a major incident the school will hold media briefings in cooperation with external agencies involved to keep the media updated. These briefings will be organised by the Incident Management Team and fronted by the school spokesperson.

Factual news releases may also be issued to support the process of informing members of the public with a direct interest in the incident.

Advice: The reason for the rest of the Incident Management team getting less involved with the media is to ensure that they have time and space to take an overall strategic view of the incident as a whole.

In general, it is useful for the spokesperson to already have a good understanding of the incident and experience dealing with the media. The spokesperson role should be his or her top priority for the duration of the incident. The deputy will also need to be briefed in case the lead is unavailable.

Appendix 11 - Sample Staff and Parent Briefing

Below is a sample staff and parent briefing statement, this should be amended to reflect the type of incident.

You will be aware of the recent incident that has affected our school. We are currently working closely with the Local Authority to ensure that disruption is kept to the minimum possible. However, as you will appreciate, it will be a while before we are back to normal. For the immediate future we have made the following arrangements, which will come into effect from *[INSERT DATE]*.

As from today we will be using *[INSERT LOCATION]* as the school office:

Please note that our contact numbers are:

[INSERT TELEPHONE NUMBER]

[INSERT FAX NUMBER]

You will, no doubt, hear all sorts of information from various sources. Any information not provided by the school or the Local Authority must be treated with considerable caution. We will provide updated information as frequently as possible both via the board at the entrance to the school and a weekly update letter to every family.

Thank you for your support and understanding in what has been a difficult time for all of us.

Yours sincerely,

Principal

OR

Dear Parents/Carers,

You may have heard/It is with sadness and regret that I have to inform you

(known facts of the incident)

As an school community, we are all deeply affected by this tragedy/
I am sure that you will wish to join me and my staff in offering our condolences and sympathy to those affected/to ,

(refer to individuals/families affected only where it is appropriate to release this information)

I have now spoken to all students and staff in the School about what has happened and you will need to be aware of the following arrangements that we have now made:

Details about

- *school closure;*
- *changes to timings of school day transport;*
- *lunch time arrangements;*
- *changes to staffing;*
- *arrangements for specific classes/year groups;*

- *counselling support [See Resource Sheet 7: sample letter to parents re counselling] provision of further information;*
- *If appropriate, advice about media contacts.*

I think it is very important that we all take the time to talk with and reassure children about what has happened. This is likely to be a very difficult time for us as a school community and we will all need to support each other.

We appreciate the expressions of concern we have received, however it would be helpful if parents did not telephone in to the School during this time so we can keep phones and staff free to manage the situation.

Yours sincerely

Principal

Appendix 12 – Advice on Communication with the Children

Children should be told simply and truthfully what has happened, in small groups if possible, such as class, tutor or year group. In some circumstances, it may be appropriate to bring children together as a whole school. Where this is the arrangement, then ensure that students have an opportunity to ask questions and talk through what they have heard with class teachers in smaller groups afterwards;

Begin by preparing the students for some very difficult/sad news;

Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children;

Avoid using euphemisms, use words like 'dead' and 'died', etc;

Pass on facts only; do not speculate on causes or consequences;

If questions cannot be answered this should be acknowledged;

Address and deal with rumours;

Try to give expression to the emotions that individuals may be experiencing such as shock and disbelief and explain that strong and difficult feelings are a normal part of the process of coming to terms with this sort of experience;

Do not refrain from referring to the deceased by name, perhaps highlighting some positive aspect(s) of their lives;

Finally, explain what arrangements the School has in hand for coming to terms with what has happened.

"I've got some very sad news to tell you today that might upset you. There is a serious illness called meningitis. Sometimes people with meningitis get better but sometimes people die from it. Some of you will have known that Jane Smith in year 4 was suddenly taken ill last week. I have to tell you that Jane died in hospital yesterday.

Like me, many of you will find it hard to believe that this has happened. It is obviously a very big shock for us all. Jane was such a happy girl who got on well with everybody. We will all miss her.

It is important for you to know that strong and perhaps difficult feelings are part of the normal process of coping with this sort of situation. It will help to talk about what has happened and about your thoughts and feelings. Please do take the opportunity to talk to your family, friends, teachers and adults in school. This is likely to be a difficult time for us as a school community and we should all try to support each other. Please come and talk with me if you have any questions or if you just want to talk."

Place individuals within appropriate groups identifying each group (L – low risk, M – medium risk and H – high risk) according to the following criteria and degree of concern.

- At greatest risk as part of incident;
- Siblings/relations;
- Close friendships;

- Any perceived culpability/responsibility;
- Being blamed / scapegoat;
- Displaying emotional distress (see later in this article);
- Previous bereavement/trauma;
- Pre-existing EBD/mental health issues;
- Pre-existing home instability/stress;
- Learning difficulties;
- Culture and/or language issues.

Emotional distress – supporting the individual child

Be accepting and allow the child to express their emotions. Ask open ended questions such as "How are you today?" or just sit with them if this is what you feel are appropriate. Avoid touching or hugging but try to be as natural and unembarrassed as possible. Have some tissues to hand. It might be appropriate to use reflective listening by repeating back to the child what they have said and/or summarising. This gives an opportunity for the child to elaborate and/or modify what they have said as well as an opportunity to hear a perspective on their own experiences. Sometimes it is helpful to give a name to the emotion that you are hearing being expressed, "That sounds very sad", "Did you feel angry then?".

You might have to explain your limits of confidentiality and tell the student(s) that because of the nature of the incident certain information may have to be passed on to others, such as the police.

Don't forget that knowing what to say is far less important than being able to listen in a sympathetic and supportive manner. If it seems appropriate to offer advice, then strategies for the student that you might want to suggest could include:-

- Talking to their family and friends;
- Crying and expressing their emotions in a suitable safe context;
- Maintaining normal routines;
- Eating normally;
- Taking physical exercise;
- Maintaining normal sleep patterns;
- Carrying on seeing and being with friends;
- Listening and playing music;
- Being creative through art, drama, music, etc;
- Maintaining interests and pastimes.

As part of such sensitive support, it will be important to ensure that the student can continue to seek support from you but without them becoming dependent. If appropriate, agree to a set number of sessions at a set time and place where you can be confident of not being disturbed. Ensure your own safety and accountability by informing parents and staff of any such arrangements.

Using a visual aid such as an outline of a hand, ask the student to identify five individuals, such as staff, peers, family or other adults who they feel they could approach as part of their support network to help them feel safe. Ask them to test it out and if all else fails they could always use Child line or NSPCC.

Additional Considerations

- Liaise with parents/carers as appropriate;
- Consider liaising with colleagues to differentiate work outcomes/homework, etc or arrangements for managing the student's emotional distress in class;

- Be aware that holidays, Christmas, birthdays and the anniversary of the event that has caused distress can mark points of particular emotional vulnerability;
- Take into account other agencies or professionals who may be involved, consider providing student(s) with information about youth counselling and information services/other community support as appropriate;
- If a child is experiencing persistent and intrusive thoughts, then serious consideration should be given to accessing specialist child mental health services. Referral can be made by the family, via their GP or by the EPS or Support Teacher linked to the School or indeed by the School nurse or doctor.

Finally, do not underestimate the emotional demands of this sort of work or the confusion that might arise from any of your own unresolved issues. Ensure that you have the opportune talk with a trusted colleague.

Sample letter to parents – arrangements for counseling children

Dear Parents/Carers,

As an school community, we have all been affected by the recent tragedy involving

As part of our care and support for the children, we have been able to make arrangements involving outside agencies to provide counselling and support for children in school. We would like to make this available to your child.

This support is likely to consist of staff and professionals from outside agencies talking to students in small groups and offering advice and reassurance as appropriate.

Please contact me if you have any objections or queries regarding this.

Yours sincerely

Principal

Emotional distress – class management

Maintain normal routines and care;

Be prepared to be more tolerant and accepting of children who might be more restless, distractible, irritable, emotionally volatile and or difficult to engage than would usually be the case;

Where possible and where this is something that the students clearly need, be prepared to deviate from your lesson plan to allow them to talk and ask questions;

When in discussion with children, do not be afraid of referring to deceased person(s) by name;

Be honest when answering questions. Do not be afraid of saying that you do not know the answer or that the question is one that is too difficult for you to answer. Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children and avoid using euphemisms;

Consider setting up a 'questions post box'. Consider how best to follow up questions raised;

Allow children to talk about their feelings including difficult, confusing and complex feelings.

Give them the message that it is OK to talk and that their feelings are a normal experience given the situation. Be accepting;

In the same way, allow younger children to express themselves through their play. They are likely to feel the need to 'work out' difficult and confusing experiences and play gives them the opportunities to act out some of the issues. Adults may feel uncomfortable witnessing children's excitable 'playing out' of what has happened and may feel the need to intervene. Try to be understanding except where this is clearly unhelpful and/or distressing for other children;

Allow children to support each other;

Manage discussion in a calm and reassuring manner. Allow the expression of feeling but try to manage the emotional temperature. Try to help the children to achieve a sense of perspective.

Reassure children about anxieties that they may be experiencing;

Consider setting up a display area for artwork, writing, mementos that the children may wish to contribute;

Calmly and, where possible, discreetly intervene if it is the case that individual students are clearly too distressed to remain in class. Ask if they want to remain in class but in an area away from the main body of children. Make sure that a friend supports them. If appropriate, send them with a friend to whatever pastoral support arrangements are available in school.

Inform parents;

Be aware of other children in your classes who may not be so visible but who nevertheless may be struggling to cope. Make times and opportunities for them to talk. If you continue to have concerns, refer them through the School's pastoral system. Inform parents;

Make opportunities to talk to children on an individual or small group basis as part of your social contact with the children. Even if the children are not very communicative, just being available can be very supportive;

In line with the School's policy and procedures for dealing with racial harassment or bullying, intervene where you are aware of any sign that this may be occurring.

Finally, ensure that you are caring for yourself.

Emotional distress – signs and symptoms

A crisis may cause different reactions in different children in different ways. Some of the more common reactions include:

Physical:

- Wetting/soiling 'accidents';
- Disturbed sleep, bad dreams, fatigue;
- Lack of energy, listlessness;
- Headaches, tummy aches, muscle aches;
- Change in appetite/weight;
- Lowered resistance to illness;
- Alcohol/drug abuse.

Cognitive:

- Difficulties in concentrating and/or forgetfulness;
- Loss of previously acquired skills;
- Deterioration in standards of work;
- Being more accident prone;
- Reduced interest in usual activities and interests;
- Appearing preoccupied.

Emotional/Behavioural:

- Numbness;
- Feeling of irritability, anger, aggressive behaviour;
- Nervousness, jumpiness, panic feelings;
- Raised levels of anxiety, fear of dark/confined spaces;
- Feeling overwhelmed or confused;
- Feeling insecure/clinging behaviour;
- Regression to behaviour of a younger child;
- Repetitive 'acting out' through play/drawing, etc;
- Crying spells;
- Mood swings;
- Apathy, hopelessness, depression;
- Guilt;
- Withdrawal from relationships;
- Suicidal thoughts.

Be alert to delayed reactions that may occur some time after the actual incident.

When To Refer On

Where an individual is experiencing: -

- persistent and intrusive thoughts, dreams or flashbacks to do with the distressing event;
- avoidance of features associated with the distressing event;
- physical, cognitive, emotional/behavioural symptoms as noted above.

Then serious consideration should be given to accessing specialist child mental health services.

You will obviously want to discuss this with the family and referral can be made via their GP. The educational psychologist or support teacher linked to the School or indeed the School nurse or doctor can also make referral.

Appendix 13 - Bomb Threats

- + **If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**

Time of call:

Telephone number you were contacted on:

Exact wording of the threat:

- + **Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.**

Where is the bomb right now?

What will cause it to explode?

When will it explode?

Did you place the bomb? If so, why?

What does it look like?

What is your name?

What kind of bomb is it?

What is your telephone number?

What is your address?

- + **Try dialling 1471. You may get information on where the phone call was made from.**

Did dialling 1471 work?

+ **Contact the Police (999) and Head Teacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

Did the caller have an accent?

Did the caller use a codeword?

Did the caller sound familiar?

What sort of voice did the caller have?

- | | | |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Well spoken | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Deep | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Hoarse | <input type="checkbox"/> Other |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | |

At what pace did the caller speak?

- | | | |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- Normal
- Calm
- Excited
- Laughing
- Upset
- Angry
- Rational
- Irrational
- Irritated
- Muddled
- Other

Notes:

Were there any background noises?

Appendix 14 - Suspicious Packages

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Initial response - upon receiving a suspicious package	Tick / sign / time
Remain calm.	
Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it. 	
Note its exact location.	
Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
Notify the Police (999) and the Head Teacher / nominated emergency contact immediately.	
Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Initial response - if exposed to a potentially hazardous substance	Tick / sign / time

Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

Appendix 15 - ICT Back Up

It is essential to maintain suitable ICT back up arrangements in order to prepare for, and recover from, any loss of information.

[Carole Bell](#) is responsible for daily ICT back ups. Back up drives are changed daily and taken off site. Other back ups are stored in a fire proof safe in the office. Back up success/fail messages are emailed daily to the Business Manager and to Ark.

Paper Records/Exam Papers etc

Some records may still be recorded on paper, including some coursework or written/oral exam papers.

[Tristan Revell](#) is responsible for maintaining paper records

Appendix 16 CONTENTS OF EMERGENCY BOX / 'GRAB BAG'

Please adapt as appropriate to your School environment

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc
Organisational Information	School logo inc branding/stationery (backed up)
Parent Information	Parentmail (cloud-based) Facebook (cloud-based)
Pupil information	Integris (cloud-based)
Financial Information	Correro (backed up)
	Budget tool (cloud-based)
Staff Information	EPM (cloud-based)
IT Equipment/Information	Ark
Equipment and other items	First aid kit
	Wind up LED torch
	Stationery including permanent markers, clipboards, pens, blu-tac, pins, pencils and notebooks
	Hazard barrier tape
	School floor plans
	Spare keys
	Whistles
	Hi-vis jackets
	Other critical site plans ie locations of asbestos, boiler rooms, alarm panel, fire alarm panel etc

Appendix 17 POST INCIDENT EVALUATION FORM

School Name:	Date of Incident
Brief Description of Incident:	
ELO contacted Yes / No	Name of ELO:
Incident deemed critical Yes / No	
Action taken by the School:	
Description of any external support accessed:	
What worked well:	
What worked less well:	
How could things have been done better:	
Comment on the usefulness of Education Services Guidance:	

Person completing form to forward to Emergency Liaison Officer