Manor Park Primary Academy

INCIDENT MANAGEMENT PLAN

Detailing arrangements for:

a) **Incident Management**
b) **Business Continuity**
c) **Recovery & Resumption of Normal School Activity**

Date of issue: 10th October 2025	**Date of next review: 10th October 2026**
Copies of this plan are kept: In the School Office In the Head's Office In the Premises Officer's Office In the Staff Room In the Emergency Grab Bag In the School Safe Named individuals should also keep a copy of the plan at home.	
Person responsible for updating this plan: Headteacher, Senior Leadership Team . and Governors	
IF YOU ARE DEALING WITH AN EMERGENCY RIGHT NOW GO STRAIGHT TO PAGE 11 FOR SCHOOL EMERGENCIES OR PAGE 28 FOR EMERGENCIES ON EDUCATIONAL VISITS	

Signed: _____Chair of Governors Date:_____

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1. INTRODUCTION

A Critical Incident is a sudden crisis or emergency involving the school (in or out of school hours) where the effectiveness of the school response is likely to have a significant impact on the community.

Parents trust schools to keep their children safe and staff work hard to ensure that schools are generally a safe haven. However, schools can find themselves in the middle of a crisis with little or no warning – whether this be a natural disaster such as a fire or flood, an accident which leads to the death of a pupil or member of staff or even a violent incident that threatens the lives of a number of pupils and staff.

Thankfully serious incidents are rare but a serious incident can have a long term impact on a school community. School staff will always be at the forefront of any incident that occurs on, or near, school premises and need to know how to ensure the safety of pupils and themselves.

Good crisis management can save lives, prevent a more minor incident escalating to become critical, protect pupils, staff and witnesses, protect property, protect against litigation, safeguard the reputation of the school and assist in any subsequent investigations.

1.1. AIM OF THE BUSINESS CONTINUITY MANAGEMENT PLAN

The aim of the Business Continuity Management Plan is to ensure staff and students are properly protected and prepared, ensure confidence in the school can be maintained and that normal education process can be restored as quickly as possible. It will enable the school to provide a flexible response to:-

- Respond to a disruptive incident (incident management)
- Maintain delivery of critical activities during an incident (business continuity)
- Return to 'business as usual' (recovery and resumption)

1.2. PLAN REMIT

The following school functions are covered by this Plan:

- Teaching
- School administration
- Catering
- Out of hours clubs
- School trips, school journeys and sporting fixtures

The following school premises are covered by this Plan:

- Classrooms
- Playground
- Offices
- Halls, Ball Court, Shared Spaces
- School Kitchen

1.3. PLAN STORAGE

All parties on the distribution list, are required to safely and confidentially store a copy of this plan at their regular place of work and off-site i.e. at home/ in vehicles (if appropriate) / in grab bags. A copy also needs to be kept in a secure location by a partner Reach2 school.

2. PREPARATION AND CONSIDERATIONS

2.1. PREPARING STAFF FOR A CRITICAL INCIDENT

In order to respond to serious and critical incidents effectively and appropriately, preparation is required. All staff must be trained on the content of the incident plan and their specific responsibilities during an incident. An incident drill needs to be planned and carried out at least once during the school year, including a school 'lock down', a test of site access, evacuation exercise etc.

2.2. PREPARING PUPILS FOR A CRITICAL INCIDENT

It is worth giving some thought to how the topics of loss, bereavement, risks/safety and change are covered in the curriculum. Use can be made of the areas of PSHE, citizenship and circle time. Schools where these topics are discussed openly, and treated as normal life events, are likely to find it easier to cope when a difficult or tragic incident occurs.

The Business Continuity Management Plan also needs to be reviewed with pupils and parents to prepare everyone for a possible incident situation. Pupils need to be trained in how to respond in an incident situation. One of the best ways to teach them is through practice/drills:-

- Familiarise pupils with the incident plan and procedures. Remind pupils that it is unlikely we will need to activate the critical incident plan but by practising it we can always be ready just in case.
- Periodically remind pupils of emergency signals and codes so incident situations will be less stressful.
- Remind pupils to remain calm and quiet. Although drills are serious, students should not be frightened.
- Pupils should be reminded that in a lock down situation they are to go to the nearest safe room with a staff member even if that room is not their regular classroom.
- Remind pupils that school is one of the safest places for them to be. It is unlikely that an incident will occur at school but if it does you will be ready.

2.3. ADMINISTRATIVE PROCESSES

Good administrative processes can minimise disruption and speed up access to information in the event of a critical incident:-

- Lists of all pupils and staff with next of kin information held on computer and also in hard copy form, both on the school site and at the evacuation site. This information must be updated termly by the office team.
- Photos of children uploaded on the MIS system and printed out on the emergency contact lists.
- Registers should be completed promptly and accurately in the morning and afternoon. Children taken off site should be signed out in a register which will form part of the emergency pack.
- An effective signing in and out procedure for all staff, visitors and volunteers at the school is essential.

2.4. LA SUPPORT

The Local Authority can provide administrative support, extra communications facilities (including a public helpline if needed), assistance with dealing with the media, alternative accommodation if the school building is unusable, and help with transportation and

procurement. It can also provide legal advice, and welfare support from the education welfare service and educational psychology service.

2.5. ADDITIONAL PREPARATIONS

To ensure the school is as prepared as possible, the following procedures should be considered:-

Information	• Shared guidance with staff and consulted with them on plans • Shared guidance with governors and consulted with them on plans
Communication	• Parent contact details checked annually and termly reminders to update details if anything changes (school office) • MM and Email communication service • Twitter feeds • Parents informed of the existence of the Incident Management plan with summary details
Facilities	• Installation of secure box system
ICT	• Development of the Virtual Learning Environment which can be used to communicate with children, parents and staff in the event of closure or partial closure, post resources and homework and which will also allow children to upload homework for marking • Purchase of classroom observation system that can be utilised for video conferencing and to deliver lessons via the VLE • Investing in software programmes that will allow children at home to actively participate in the web-cast lessons • Remote back-up procedures that can be utilised in the event of major system failure, theft of equipment, closure of the school site or fire/destruction of ICT infrastructure • RAV3 remote access which allows teachers to be able to pick up all planning and files from home so they can plan, and possibly deliver, lessons from home if required

3.0 PLAN ACTIVATION

3.1 CIRCUMSTANCES

This Plan will be activated in response to an incident causing significant disruption to the School, particularly the delivery of key/critical activities. Examples of circumstances triggering activation of this Plan include:

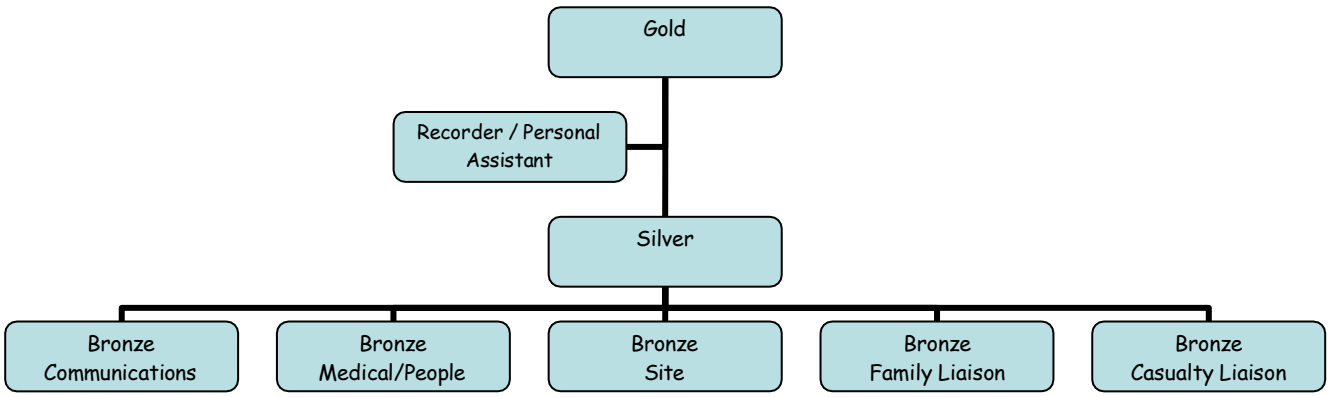
- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption.
- Loss of critical systems e.g. ICT failure, theft, power outage.
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood or an external emergency with a cordon preventing access to the school.
- A deliberate act of violence or threat of violence such as the use of a knife or firearm, civil disturbances and terrorism.
- Pupils and teacher being kept in the school for long periods of time, for example during a lock down.
- Total or significant IT/data loss or failure or theft of equipment.
- A pupil or teacher being taken hostage/missing person/absconder/an abduction.
- A fatality or a medical situation affecting large numbers of pupils or staff (see separate Flu Pandemic Plan).
- Threat of terrorist action or a bomb hoax.
- The death of a pupil or member of staff through natural causes, accidents or criminal action.
- A transport-related accident involving pupils and/or members of staff / Death or injuries on school journeys or excursions.

3.2. ACTIVATION AND INITIAL ACTION

Information about an incident may come from a member of staff, pupil, parent, the emergency services or the Local Authority. Whoever receives the alert should ask for, and if possible record, as much information as possible. They should then immediately inform the Headteacher or the person who has been delegated to perform the “Gold” role in the event of an emergency.

3.3. RESPONSIBILITY FOR PLAN ACTIVATION

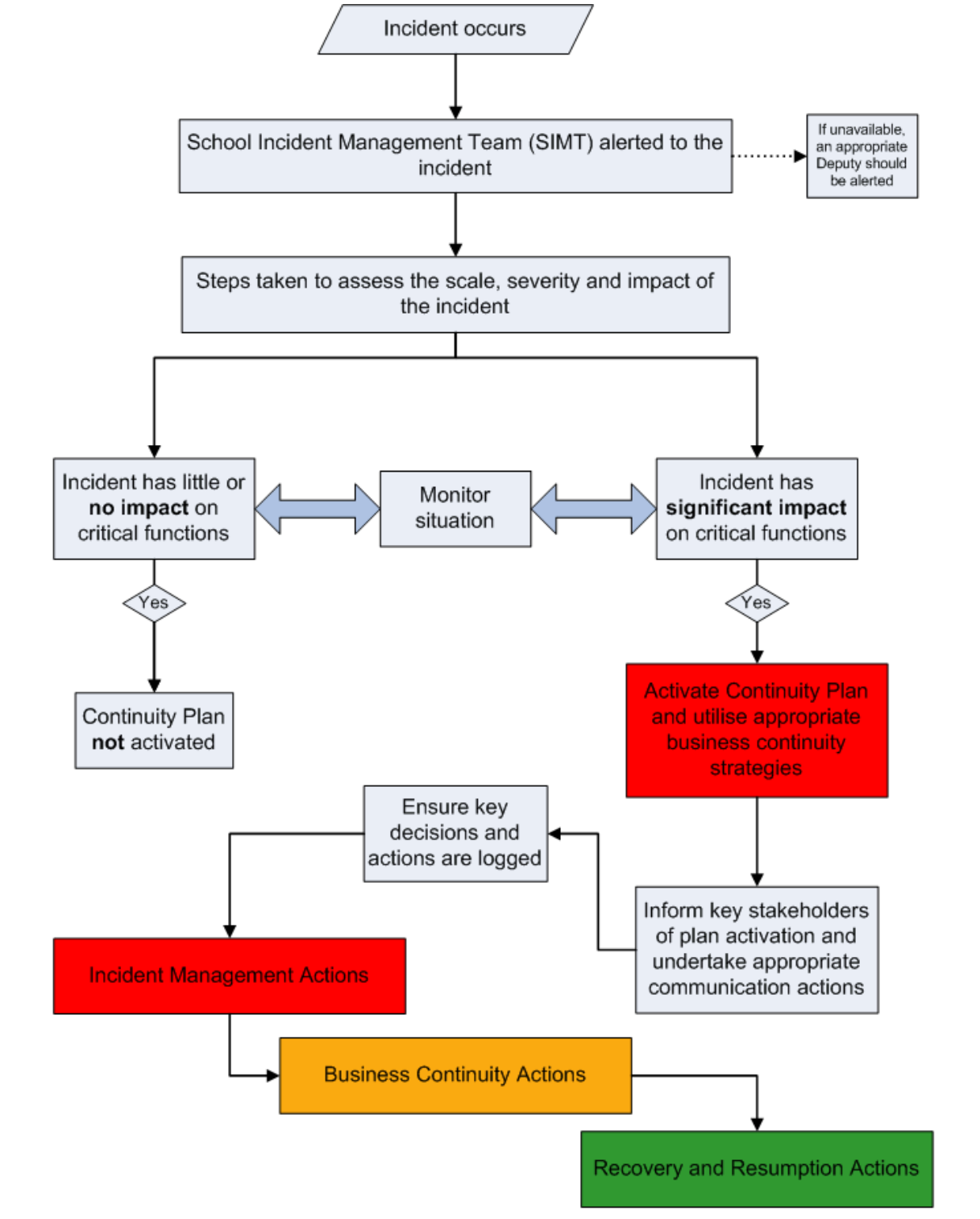
A member of the nominated **School Incident Management Team** will normally activate and stand down this Plan. The flowchart listed below details the key roles in a critical incident in school. For incidents off-site, closure in the event of extreme weather conditions, an emergency relating to other services using the site (such as the play scheme) etc the full team is unlikely to need to be mobilised. In this eventuality, the person assuming the “Gold” role will decide which other roles are required.



3.4. ESCALATING A SERIOUS INCIDENT

All serious incidents should be reported to REAch2 and to the Local Authority on xxxxxx. If the incident is deemed to be of a 'critical' nature, the "Critical" element of the Business Continuity Management Plan will be activated and other REAch2 and Council Services notified to respond as appropriate.

3.5. ACTIVATION DECISION



4. ROLES AND RESPONSIBILITIES

4.1. SCHOOL INCIDENT MANAGEMENT TEAM

GOLD

Named Individual: Christine Chapman Headteacher	**Deputy: Jo Green Lead DSL, Pastoral Manager, SLT**

- Assesses incident based on facts and assesses whether danger is imminent.
- Assesses whether first aid or other medical assistance is needed.
- Ensures that Police, Fire, Ambulance or other emergency services are requested if required.
- Contacts the Local Authority to inform and ask for assistance (if required).
- Summarises the facts available, sets parameters of information to be communicated to media.
- Opens and maintains a log of all information received, actions taken, and the time of those events.
- Determines if a critical incident is occurring, decides whether to invoke incident plan and informs Chair of Governors.
- Coordinates emergency response effort by assessing the situation, engaging appropriate incident response and monitoring implementation.
- Assembles Critical Incident Team and confirms roles
- Remains in the Control Centre and manages the incident (unless otherwise determined).
- Remains visible to show support and control of the situation, but not at the scene.
- Liaises with Emergency Services on their arrival.
- Briefs incident controllers and other key officials on investigations, i.e. Emergency services,

SILVER

Named Individual: Emma Doleman (DHT)	**Deputy: Named Individual Ruth Day (EYFS Lead)**

- Coordinates tactics of all Bronzes.
- Works within parameters set within Critical Incident Plan.
- Decides if evacuation or securing school, site access and the school is necessary.
- Contacts emergency site and organises assistance / additional personnel.
- Picks up ‘missing student’ lists from each teacher in their assigned search area.
- Assembles the lists of missing students and forwards them to the Control Centre.
- Co-ordinates the evacuation and manages evacuation site.
- Collects, organises and documents facts, statements and information.
- Organises student release location at the evacuation site.

BRONZE (SITE)

Named Individual: Site Manager David Beck	**Deputy: Named Individual Deputy Site Manager – tbc**

- Ensures equipment contained in emergency kit (Appendix 1) is available to all Bronzes.
- Controls access to the school and assigns and coordinates school staff to supervise and control the incident/site, perimeter, crowds, access and traffic (including blue light access).
- Meets emergency services and directs them to the scene.
- Ensures preservation of crime scene until police arrive and assume control.
- Ensures media, parents and LA/REAch2 team are directed to appropriate locations.

- Prevents unauthorised personnel from entering the school site.
- Coordinates safety at the scene of the incident until additional help arrives this includes securing scene and preventing non-essential access.
- Responsible for dealing with parents who may arrive at the school.
- Ensures the security of the site and resources during and in the aftermath of the incident.

BRONZE (MEDICAL)

Named Individual: Natalie Brindley (AHT)	**Deputy: Lorraine Patrick (HLTA)**

- Coordinates any actions involving first aid & medical emergency.
- Issues first aid / medical equipment and co-ordinates efforts of first aiders.
- Updates Silver (school) regularly.
- Provides emergency first aid until medical assistance arrives.
- Coordinates the school health centre and decides if more equipment and supplies are needed.
- Records names of those injured and/or directly involved and collates list for Silver.
- Records names of those taken to hospital and collates list for Silver.
- Assists with handover of children / staff to their families.

BRONZE (COMMUNICATION)

Named Individual: Lynn Whatmore (Office Co-ordinator)	**Deputy: Mark James (HLTA)**

- When in receipt of full facts of the incident communicates by best method available e.g. tannoy, face-to-face, phone etc. and maintains contact with staff through regular updates and briefings.
- Establishes what information needs to be communicated to students, families, and the community. It is especially important that if names of those who may have been involved in the incident are known – they must not be released, confirmed or denied to anyone in any circumstances before those identities are formally agreed and parents are informed. The Police will normally lead on the release of names and identification of victims
- Contacts families of those going to the hospital.
- Locates press media briefing away from scene of incident and communicates the location of the conference area to press/media.
- Advises parents of the preparation of a news statement and the situation e.g. whether their child is or isn't involved in the emergency.
- Assists in arranging interviews.
- Coordinates appropriate media briefings (after liaison with Police, Fire and Ambulance) and other incident-related communications and information dissemination.
- Provides updated fact sheets for release by school staff and other persons communicating with parents and the public. Maintains detailed records of the information requested and released.
- Facilitates telephone information line with a brief statement.
- Writes memo(s) to staff and parents. (See Appendix 7)

BRONZE (FAMILY LIAISON)

Named Individual Jo Green (Pastoral Lead, Lead DSL, SLT)	**Deputy: Named Individual Dornne Newton (Learning Mentor)**

This role must have a direct & close working relationship with Bronze (communications) and Bronze (site)

- Maintains presence at entrance point to school/evacuation site.
- Works with Bronze (site) to set up private area for parents / relatives of children/staff affected.

- Communicates with concerned parents at designated location.
- Coordinates initial response with concerned parents on school site.

BRONZE (CASUALTY LIAISON)

Named Individual: Nargis Noreen	**Deputy: Named Individual Ranee Choudhury**

This role must have a direct and close working relationship with Bronze (communications).

- Coordinates initial school response to victims at hospital. Must liaise regularly with Silver and Bronze (communications).
- Attends the hospital for support with a mobile phone.

RECORDER/PERSONAL ASSISTANT

Named Individual: Aisha Bashir (Office Administrator)	**Deputy Named Individual: Saima Mahmood**

- Works directly to GOLD and SILVER to ensure that all decisions and actions are recorded. Documents the actions taken by school officials in managing the incident.
- Maintains a log of the sequence of events.
- Responsible for recording the time notifications were made and who was notified.
- Maintains a log of phone calls (when possible).
- Limits and monitors the use of office phones during an emergency, especially by students, strangers and visitors.
- Utilises fact sheets prepared for communications with parents, community members and other callers.
- Refers media inquiries to the designated staff.
- Coordinates requests for copying, supplies and other items needed to manage the incident.

Teachers & Teaching Assistants

- The teacher's/assistants' primary role is to direct, reassure and supervise students.
- They must know how to implement evacuations and secure the school, how to control site access and the schools or other directives as issued by incident management leaders.
- Must not assume everything is secure and safe until given an 'all clear'.
- Must take student roll and report missing students to Silver (people).
- Know how to report concerns and needs related to crises, and whom to report to.
- Communicate clearly and concisely to students during and after the incident.

Premises Officer

- Must report to Bronze (site).
- Assist in physically securing school, site access, building and grounds.
- Undertaking duties as necessary to ensure site security and safety in an incident.
- Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure.
- Lead point of contact for any Contractors who may be involved in incident response.
- Be available to brief REAch2, Emergency Services and LA Health & Safety team on building design and operations. Have information available on emergency shut-off controls for utilities, alarms etc.

Volunteer Staff

- Report to Silver for deployment.

4.2. ADDITIONAL RESPONSE AND RECOVERY ROLES

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Role	Responsibilities	Accountability / Authority
Media Coordinator	▪ Collating information about the incident for dissemination in Press Statements. ▪ Liaison with REAch2 & LA Press Office to inform media strategy.	The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media.

4.2. ADDITIONAL RESPONSE AND RECOVERY ROLES CONTINUED

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Role	Responsibilities	Accountability / Authority
Stakeholder Liaison	Co-ordinating communication with key stakeholders as necessary. This includes:- ▪ Governors ▪ Parents/Carers/carers ▪ REAch2 & LA ▪ School Transport/School Providers ▪ External agencies e.g. Emergency Services, Health and Safety Executive	All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher/Bronze (Communications).
ICT Coordinator	▪ Ensuring the resilience of the School's ICT infrastructure. ▪ Liaison with school ICT support and external providers (if applicable).	
Recovery Coordinator	▪ Leading and reporting on the School's recovery process. ▪ Identifying lessons as a result of the incident.	Is likely to already be a member of the School Incident Management Team, however will remain focussed on leading the recovery and resumption phase. Reports directly to Headteacher.

4.3. THE ROLE OF GOVERNOORS

Role	Responsibilities	Accountability / Authority
Chair of Governors	▪ Working in partnership with the Headteacher to provide strategic direction in planning for and responding to	Liaison with the Headteacher or School Incident Management Team in response to a crisis.

	disruptive incidents. ▪ Undertaking actions as required to support the School's response to a disruptive incident and subsequent recovery. ▪ Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable. ▪ Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers.	
Communications	Advising / Supporting Media Response and drafting press releases.	Liaison with the Headteacher or School Incident Management Team in response to a crisis.
Safeguarding Governor	Advising on pupil support services which can be accessed.	Liaison with the Headteacher or School Incident Management Team in response to a crisis.
ICT Governor	Assistance with developing ICT systems to support Incident Management and Business Continuity.	Liaison with the Headteacher or School Incident Management Team in response to a crisis.

5. INCIDENT MANAGEMENT

5.1 PURPOSE OF THE INCIDENT MANAGEMENT PHASE

The purpose and priorities for this phase are to:

- Protect the safety and welfare of pupils, staff, visitors and the wider community
- Protect vital assets e.g. equipment, data, reputation
- Ensure urgent and necessary communication takes place
- Support the Business Continuity phase
- Support the Recovery and Resumption phase

5.2 INCIDENT MANAGEMENT ACTIONS – INITIAL RESPONSE

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
GOLD			
1.	Make a *quick* initial assessment: ▪ Survey the scene ▪ Assess (i.e. scale/severity, duration & impact) ▪ Disseminate information (to others)	Gather and share information to facilitate decision-making and enhance the response *A full impact assessment form can be found in Appendix A*	☐
2.	Call the Emergency Services (as appropriate)	***TEL: 999*** Provide as much information about the incident as possible	☐
3.	▪ Take action to secure the immediate safety of pupils and staff – this may include evacuation or keeping pupils and staff inside the building (lock-down) ▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities	▪ Use normal fire evacuation procedures for the school ▪ Consider arrangements for staff/pupils with special needs ▪ If the decision is to stay within the School, ensure the assembly point is safe and take advice from Emergency Services as appropriate	☐
4.	Liaise with Bronze (site) to ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	☐
5.	Assemble School Incident Management Team and allocate tasks to Silver & Bronze to undertake specific emergency response roles	*Information on roles and responsibilities can be found in Section 4.0*	☐
6.	Establish location of control room if required	Consider access for parents & press & suitability of possible locations	☐
7.	Ensure a log of key decisions and actions is started and maintained throughout the incident	*The Log template can be found in Appendix 8.* *The impact assessment form can be found in Appendix 9.*	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
8.	Liaise with REAch2 (and LA) on communications strategy and potential preparation of a news statement		
SILVER			
9.	Co-ordinate evacuation & ensure all pupils, staff and any School visitors report to the identified Assembly Point.	The normal **Assembly poi**nt for the School is: Key Stage 1 Playground The **alternative Assembly Point** for the School is: Key Stage 2 Playground The **alternative Assembly Point** Grass area outside Key Stage 1 playground on Church Road	☐
10.	Check that all pupils, staff, contractors and any visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contactors and visitors as a priority	Follow usual evacuation and notification procedures	☐
11.	Where appropriate, record names and details of any staff, contractors or visitors who are missing or have been injured or affected by the incident and pass to Gold	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident	☐
12.	Take further steps to assess the impact of the incident. Agree response / next steps with Gold	Assist Gold with recording key decisions and actions in the incident log	☐
13.	Keep staff informed about what is happening		☐
BRONZE (SITE)			
14.	Ensure appropriate access to site for Emergency Service vehicles. Advise on location of hazardous chemicals, flammable materials, location of water points etc	Ensure any required actions are safe by undertaking a dynamic risk assessment	☐
15.	Distribute emergency kits as required		☐
16.	Control access to the school and assign staff to supervise and control the incident/site, perimeter, access and traffic.		☐
17.	Ensure preservation of crime scene until police arrive and assume control.		☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
18.	Coordinate safety at the scene until additional help arrives (this includes securing scene and preventing non-essential access)		☐
19.	Assist Bronze (Communications) with setting up communication links and signage		☐
20.	Open/close parts of the school as req, turn off water, gas and electricity supplies if req		☐
BRONZE (MEDICAL)			
21.	Coordinate any actions involving first aid & medical emergency		☐
22.	Collect emergency medical kit		☐
23.	Provide emergency first aid until medical assistance arrives		☐
24.	Record names of those injured and/or directly involved and collate list for Silver.		☐
BRONZE (COMMUNICATIONS)			
25.	Establish what information needs to be communicated to students, families, and the community.	It is important that names of those known to be involved are not released, confirmed or denied to anyone in any circumstances before these identities are formally agreed and parents informed. The police will normally lead on release of names & identification of victims.	☐
26.	Establish emergency communications – set up dedicated lines for incoming and outgoing calls (call ONI), issue school mobiles	Request telephone assistance from REAch2/LA and redirect calls if required	☐
27.	Contact families of those going to hospital		☐
28.	If appropriate, arrange contact with the Council Press Office	Establish a media area if necessary.	☐
29.	Liaise with Gold on communica tions and preparation of a news statement		☐
BRONZE (FAMILY LIAISON)			
30.	Coordinate initial response with concerned parents on school site		☐
31.	Maintain presence at entrance point to school/evacuation site		☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
32.	Work with Silver to agree arrangements for parent collection at school/evacuation site		☐
BRONZE (CASUALTY LIAISON)			
33.	Go to hospital with the injured and keep in contact with Bronze (Communication) and Silver to keep them informed about developments		☐

5.3 INCIDENT MANAGEMENT ACTIONS – ONGOING RESPONSE

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
GOLD			
34.	Remain in the Control Centre to manage the incident (unless otherwise determined)		☐
35.	Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance	Depending on the incident Children's Services may be approached to assist with incident management:	☐
36.	Brief incident controllers & other key officials on investigations, i.e. Emergency services, etc		☐
37.	Assess the key priorities for the remainder of the working day and take relevant action. ***Business Continuity Strategies are documented in Section 6***	Consider actions to ensure the health, safety and well-being of the School community at all times. Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc to ensure the impact of the disruption is minimised. *Consider the School's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.*	☐
38.	Liaise with REAch2 and LA on legal issues and passing of information to trade unions if required		☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
39.	Work with REAch2 and LA team and Bronze (Communications) on the content of media briefings & undertake media briefings if required		☐
40.	Ensure Governors are kept informed as appropriate to the circumstances of the incident		☐
41.	Work with the Recorder / Personal Assistant to monitor and collate the written reports, keep the incident log updated noting events and times. ***In the event of serious injuries or fatality, the HSE must be informed within 24 hours***		☐
SILVER			
42.	Ensure staff are kept informed about what is required of them	Consider: ▪ what actions are required ▪ where staff will be located ▪ Notifying staff who are not currently in work with details of the incident and actions undertaken in response ▪ Communication via email or Teams Staff channel	☐
43.	Try to maintain normal routines as far as possible and manage school / evacuation site		☐
44.	Collect, organise and document facts, statements and information		☐
45.	Create student release location (at school or evacuation site) if required and allocate staff. Keep a record of all students who are collected, by whom and at what time. Students should not be permitted to check out without parent/guardian permission.		☐
46.	Identify those staff or pupils who are badly affected and who need extra support		☐

47.	Work with Phase Leaders to inform pupils of what is happening and how their parents are being kept informed. Monitor the use of mobile phones to avoid the spread of rumours.		☐
	ACTION	**FUTHER INFO/DETAILS**	**ACTIONED?** ***(tick/cross as appropriate)***
48.	Ensure pupils are kept informed as appropriate to the circumstances of the incident	Consider communication strategies and additional support for pupils with special needs. Consider the notification of pupils not currently in school by text/telephone. Use of symbol signage and email communication system.	☐
BRONZE (SITE)			
49.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident The Financial Expenditure Log can be found in Appendix 11.	☐
50.	Seek specific advice/ inform your Insurance Company as appropriate	Insurance Policy details can be found in school office and reception area	☐
51.	Direct LA team, emergency staff and media to appropriate locations		☐
52.	Work with Bronze (communications) to create press area away from the scene of the incident and ensure media access to site, staff and pupils is controlled		☐
53.	Works with Silver/Bronze (site) to set up private area for parents / relatives of children/staff affected		☐
54.	Prevent unauthorised personnel from entering the school site.		☐
55.	Ensure site is secure and advise on safety issues	Agree arrangements for parents/carers collecting pupils at an appropriate time with Silver and Gold.	☐
BRONZE (MEDICAL)			

56.	Continue to support children with any minor injuries or medical conditions until they are taken to hospital or collected by parents. Liaise with parents regarding further needs (doctor etc)		☐
BRONZE (COMMUNICATIONS)			
57.	Send text messages / emails to parents and advise them of collection arrangements where required		☐
	ACTION	**FUTHER INFO/DETAILS**	**ACTIONED? *(tick/cross as appropriate)***
58.	Continue contacting families of those going to hospital or keep in contact with Bronze (Casualty Liaison)		☐
59.	Work with Bronze (site) to create media briefing location		☐
60.	Work with Gold and LA to prepare press & news statements		☐
61.	Prepare updated fact sheets for release by school staff and other persons communicating with parents and the public. Maintain detailed records of the information requested and released		☐
62.	Assist in arranging interviews		☐
63.	Coordinate appropriate media briefings, after liaison with Police, Fire and Ambulance and other incident-related communications and information dissemination.		☐
64.	Organise telephone information line with a brief statement & update website		☐
65.	Communicate the interim arrangements for delivery of critical School activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate. Consider who needs to know the interim arrangements e.g. key stakeholders, customers, suppliers etc]	☐
BRONZE (FAMILY LIAISON)			
66.	Maintain presence at entrance point to school/evacuation site to reassure parents and children		☐
67.	Work with Silver to ensure the safe handover of children		☐

68.	Work with Bronze (site) and Silver to set up private area for parents / relatives of children/staff affected and assist emergency services where required with supporting these parents		☐
69.	Hand out parent letters / statements		☐
70.	Assist with calls to parents who have not arrived/have not received messages		☐
	ACTION	**FUTHER INFO/DETAILS**	**ACTIONED? *(tick/cross as appropriate)***
BRONZE (CASUALTY LIAISON)			
71.	Coordinate initial school response to victims at hospital. Meet parents / family on arrival		☐
72.	Keep Gold, Silver and Bronze (Communication) up to date with developments		☐
73.	Divert media enquiries to Bronze (communication)		☐

6.0. BUSINESS CONTINUITY

6.1 PURPOSE OF THE BUSINESS CONTINUITY PHASE

The purpose of the business continuity phase of your response is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. This may involve activation one or more of your business continuity strategies to enable alternative ways of working.

If the school is to be closed for an extended period due to ongoing adverse conditions or local incident, damage to school buildings etc, we still have a responsibility to provide a reasonable level of education for children starting as soon after the incident as possible. The LA may be able to provide a temporary site/sites or it could mean the setting up of a temporary site or provision of education at home via home learning packs or lessons delivered via the VLE. Gold and Silver will liaise with REAch2 and the LA to co-ordinate and agree these efforts based on the resources available and utilising member of the Bronze Team as required for communication and site specific requirements.

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' activities may need to be suspended at this time.

6.2 BUSINESS CONTINUITY ACTIONS

	ACTION	**FUTHER INFO/DETAILS**	**ACTIONED?** ***(tick/cross as appropriate)***
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners	☐

2.	Evaluate the impact of the incident	Take time to understand the impact of the incident on 'business as usual' school activities by communicating with key stakeholders to gather information using The Impact Assessment Form at Appendix 9. Consider the following questions:
		▪ Which school activities are disrupted?
		▪ What is the impact over time if these activities do not continue?
		▪ Would the impact be:
		  ○ manageable? ☐
		  ○ disruptive? ☐
		  ○ critical? ☐
		  ○ disastrous? ☐
		▪ What are current staffing levels?
		▪ Are there any key milestones or critical activity deadlines approaching?
		▪ What are your recovery time objectives?
		▪ What resources are required to recover critical activities?
			☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 6.3)	Consider: ▪ Immediate priorities ▪ Communication strategies ▪ Deployment of resources ▪ Finance ▪ Monitoring the situation ▪ Reporting ▪ Stakeholder engagement Produce an action plan for this phase of response.	☐
4.	Log **all** decisions and actions, including what you decide **not** to do and include your decision making rationale	Use the Decision and Action Log to do this. *The log template can be found in Appendix 8*	☐
5.	Log all financial expenditure incurred	The Financial Expenditure Log can be found in Appendix 11.	☐
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff	☐
7.	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc	☐
8.	Deliver appropriate communication actions as required	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders e.g. staff, parents/carers, governors, suppliers, Local Authority, central Government Agencies etc.	☐

6.3 BUSINESS CONTINUITY STRATEGIES

	Arrangements to manage a loss or shortage of staff or skills	**Further Information** (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. supply teachers, office staff etc	
2.	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	
3.	Using different ways of working to allow for reduced workforce, this may include: • larger class sizes (subject to adult and child ratios) • use of TAs, LSAs, 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	
4.	Suspending 'non-critical' activities and focusing on your priorities	
5.	Using mutual support agreements with other schools	
6.	Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	

	Arrangements to manage denial of access to your premises or loss of utilities	**Further Information** (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other schools	☐
2.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises	☐
3.	Virtual Learning Environment opportunities	☐
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio	☐
5.	Off-site activities e.g. swimming, physical activities, school trips	☐

	Arrangements to manage loss of technology / telephony / data / power	**Further Information** (e.g. Key contacts, details of arrangements, checklists)
1.	Back–ups of key school data e.g. Memory Stick back–ups, photocopies stored on and off site, mirrored servers etc	☐
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	☐
3.	Flexible lesson plans	☐
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	☐
5.	Emergency lighting	☐

	Arrangements to mitigate the loss of key suppliers, third parties or partners	**Further Information** (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers	☐

2.	Ensuring all external providers have business continuity plans in place as part of contract terms	☐
3.	Insurance cover	☐
4.	Using mutual support agreements with other schools	☐
5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	☐

7.0 RECOVERY AND RESUMPTION

The purpose of the recovery and resumption phase is to resume 'business as usual' working practices for the school as quickly as possible. When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school will need to begin to recover. The school will need to put a recovery plan into place and potentially organise a range of support for staff and pupils. There may be formal inquiries or police investigations continuing for some time after the incident and it will be important to secure the co-operation and support of staff, pupils and parents. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

	ACTION	**FUTHER INFO/DETAILS**	**ACTIONED?** ***(tick/cross as appropriate)***
GOLD			
1.	Agree and plan the actions required to enable recovery and resumption of normal working practices	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	☐
2.	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 through text messages / calls. • Ensure all parents/carers are aware that the Business Continuity Plan is no longer in effect through text messages / letters / Twitter. • Ensure all contractors / additional parties are aware that the Business Continuity Plan is now longer in place through text messages / emails / calls.	☐
3.	Prepare the school for re-opening	• The school may need to be cleaned prior to re-opening and guidance would be sought about the scope of the cleaning required. • If the school has been closed suddenly or has been closed for a period of time, it is likely that a deep clean of the kitchens would be required. Again, advice should be sought from the Catering company on the time required. It could be that the school re-opens with only packed lunch options until this work has been completed. Parents need to be notified of the arrangements as soon as the decisions have been finalised.	☐
4.	Carry out debrief with all staff	• A debrief should be conducted to pass key messages and arrangements for returning to learning to staff. This session should give staff the opportunity to emotionally process what has	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
	Carry out debrief with all staff continued	happened. At this time, you should determine if follow-up counselling, support or further debriefing is needed. Support could include counselling, mentors, marking anniversaries, etc. See Appendix 14 for guidance • • Lessons learned should also be captured either as a group or with key individuals to incorporate them onto revisions and training. • Once an incident is over and your immediate recovery needs have been met, be sure to document your observations and actions in a timely and thorough manner.	
5.	Agree communication with parents	Agree whether letters will be sent home or if parents need to be given the opportunity to come into school for a meeting prior to re-opening. See Appendix 7 for guidance	☐
6.	Agree debrief arrangements for pupils (if required)	Arrangements for debriefing pupils should be agreed with staff. See Appendix 13 for guidance on imparting tragic news if required.	☐
7.	Carry out a debrief with all members of the School Incident Management Team	• 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 School Incident Management Team and Governors.	☐

APPENDIX 1 – EVACUATION PROCEDURES

SCHOOL LOCK DOWN PROCEDURES

In the event of an emergency that requires children to be contained in their classrooms and staff to be aware of an emergency (i.e. incident happening outside the school, violent intruder inside the school grounds etc), the following codes will be used to alarm staff:-

Code O **Incident outside the school**
Code IP **Incident in the playground**
Code IR **Incident in the Office / Reception**
Code IE **Incident inside the school – EYFS**
Code I1 **Incident inside the school – KS1**
Code I2 **Incident inside the school – KS2**
Code IL **Incident inside the school - Library**

The message must be repeated several times over the tannoy (if possible) to ensure all classes have heard the message. In these circumstances, children must be contained in the classroom and all external doors locked.

LOCK-DOWN COLLECTION PROCEDURES

As there are a number of exits from the school site (the front doors, playground gate, dinner hall door, Nursery doors, Reception doors, Hub doors, the library front and back doors), it is possible that children will be released to parents through an alternative exit. If the police agree that this is a safe option, the school communication systems can be used to inform parents of which gate they should make their way to and the Emergency Team will work with the Emergency Services to ensure the safe hand-over of the children. The most likely scenario is that police would check the school register before allowing parents onto the site so they can then collect from the classrooms, with teachers keeping a record of who has been collected, by whom and at what time. However, the School Incident Team will confirm arrangements after consultation with the Police/Emergency services.

EVACUATION

The sound of the fire alarm must be recognized by all on the premises as the signal for immediate and orderly evacuation of all persons, under the supervision of staff. The Fire Brigade are called automatically by the alarm receiving centre. The following orderly evacuation procedures should be followed:-

1. Children to put down their pens & pencils and line up quietly at the door
2. Teachers close windows and doors
3. Teachers to do a quick head count and escort the children to the playground assembly points using the nearest fire escape route (details on the classroom fire notice). Teachers should lead the class to the fire escape route to ensure the nearest fire escape route is not blocked or unsafe, giving responsibility to another member of staff or responsible child to close the classroom door. Classes on the first or second floor or the lounge building should come down the nearest stairs using **both sides of the staircase**. Please do not wait for the class in front to clear the staircase – speed is of the essence.

NOTE: Teachers/TAs/Volunteers who have been taking smaller groups of children (i.e. for group sessions or reading practise etc) should do a head count, take the children out into the playground and then dispatch them to stand in their class lines as quickly as possible in preparation for the register to be called.

NOTE: In the event of a fire being raised during the teachers' absence from the class (e.g. during wet play), the responsible adult should escort the children to the nearest fire assembly point and the register called by the playground supervisors/senior leadership team.

Fire Marshalls

The appointed Fire Marshalls must undertake a sweep of their specific areas - quickly and briefly checking toilets, cloakroom areas and classrooms to ensure the whole school has been evacuated. Fire Marshalls should NOT put themselves in danger at any time. NOTE: If Fire Marshalls are teaching small groups of children when the alarm sounds, getting these children out of the building should take priority over the role of Fire Marshall – unless it is easy to get them to rejoin their class without delaying their exit from the building.

Office
The Office are responsible for ensuring all visitors and volunteers sign in each day and for printing out the fire drill registers daily when the registers have been completed. They are also responsible for bringing out the Emergency Bag – see Appendix 2 for the content list.

OFFSITE EVACUATION

If there are any concerns about the safety of children evacuating to the normal assembly point (ie fire is causing windows to blow out into the playground, heat etc) – the children will be evacuated via an alternative route. If it is necessary to evacuate the school completely, arrangements should be made with a nearby school where pupils can be safely held. (Wisdom School) .Pupil details should be held there so that parents/carers can be contacted to come and collect the children.

All members of the School Emergency Team need to have the relevant numbers for the alternative school programmed into their mobile phones (01213271023) and details are also included in the emergency pack.

Bronze (site) will be responsible for co-ordinating the emergency services and ensuring the security of the site. Bronze (communications) will be responsible for preparing signs to advise parents where to collect their children from (including map where appropriate).

APPENDIX 2: ITEMS TO BE TAKEN OUT OF SCHOOL

In the event of an emergency evacuation, the following materials will be taken out of the school by the office team:-

Section	Details
Attendance registers	• Visitors book • Signing in / out book • Pupil registers • Adult register • Class emergency signs (red/green) • Laminated plan of the school
Incident Management Plan	Incident Management Plan
	Contact details, including: • Governors contact details • Staff contact details with emergency contacts & medical information • Pupil contact details • Key Contacts List - REAch2, LA contacts, Key Suppliers, External Agencies
IT / Equipment Information	Log in details for essential IT applications e.g. Corero , SIMS
Grab Bag Containing	First Aid Kit
	Portable radio (plus spare batteries)
	Wind up LED torches x 3
	Fire Marshall Jackets
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Disposable camera with film
	Hazard barrier tape
	Contact details for taxi / transport providers
	School Floor Plans
	Clipboards
	Whistles x 3
	School floor plans showing location of potential hazards such as, flammable materials & water points, gas meters
	Thermal Foil Blankets
	Large first aid kit including disposable latex gloves
	Instant ice packs
Signage	Pre-prepared signs

Senior Leadership Team members should also have copies of the pupil, staff, volunteer/governor details and emergency contact list in a shortened version of the Emergency Pack at home which they can utilise in the event of the decision being made to close the school overnight or during the weekend. These packs should be updated at the start of each term and updated versions of the pupil and staff lists passed on to the SLT members by the office team.

APPENDIX 3: INCIDENT ON EDUCATIONAL VISITS

The Headteacher or pre-agreed nominee should be informed of any incident by the group leader.

1. Maintain a written record of your actions using this proforma and attached log sheet			
2. Offer reassurance and support. Be aware that all involved in the incident, those at school and you, may be suffering from shock or may panic.			
3. Find out what has happened. Obtain as clear a picture as you can: **Who informed you of the incident? (Usually the group leader)**			
Name	Status	Telephone Number	Additional Telephone Number
Where are they now and where are they going?			
4. Remind the group leader to follow the emergency procedure advice in the LA Emergency on an Educational Visit Advice Card (Leaders are advised to have a copy with them on the visit)			
5. Record the details of the off-site activity/visit during which incident occurred			
Location and nature of visit			
Name of person in charge of activity/visit		Telephone Number	
Number of people on the visit	Pupils	Teachers	Other Adults
6. Record the details of the incident:			
Date and time of incident		Location	
What has happened?			
People Affected	Name	Injury	Where they are / will be taken
Emergency Services involved and advice they have given			
Names and locations of hospitals involved			
Arrangements for pupils not directly involved in the incident			
Name of liaison person for your		Telephone Number	

group at the incident			
7. Depending on the scale of the incident, it may be necessary to assemble the School Emergency Team to assist with the response			

Having activated the emergency plan, go on to the next stage: Implementation

	✓
Assemble School Emergency Team and brief on roles	
Inform school staff as appropriate, depending on the time and scale of the incident	
Consider emergency communication needs. Dedicate lines for incoming and outgoing calls if required and arrange extra staff if required to cover phones	
Inform parents of any injured pupils – immediately inform these parents of what has happened and where their son/daughter is. Record what their plans are, eg to travel to their son/daughter, any assistance they need and any means of communication they have with them (eg mobile). In event of a major incident, the police may give advice re naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.	
Inform parents of any other pupils on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Parents should hear first of the incident from the school (or from the party leader) not from hearsay or the media. Information must be limited until facts are clear and all involved parents/next of kin are informed.	
Inform REAch2 and the Chair of Governors. Request support as required:- • Assistance at the school or at the site of the incident by Local Authority Officers • Help with arranging travel and transport between the incident, parents and the school	
Inform the LA. During office hours, call the Executive Directors Office on the contact number listed in Emergency Contacts. Outside office hours, contact the Emergency Helpline 0121 675 4806 and ask them to make contact with the Duty Officer. Request support as required:- • Provision of extra communications, including a public telephone helpline if required • Help with media management, including press statements and interview briefing • For an incident in another UK local authority ask the LA to establish links with that LA • For an incident abroad, ask the LA to establish links with the Foreign Office or British Consulate	
Inform pupils and staff at school and their parents. Decide what information should be given. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed. In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform pupils and support them. Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily.	
MEDIA MANAGEMENT	
Introduce controls on school entrances and telephones if required	
Brief staff on what to say	
Prepare a press statement (in consultation with the LA) which can be read out	
SITE	
Arrange a quiet place to receive parents of all the children involved as they arrive	

at the school	
REPORTING	
Tell the staff involved to prepare a written report noting events and times. Inform the H&S Team who will advise on reporting procedures. Trade Unions may need to be notified (liaise with the LA) and accident forms need to be completed and sent to the H&S Team. In the event of a serious injury or a fatality, the HSE should be informed within 24 hours.	

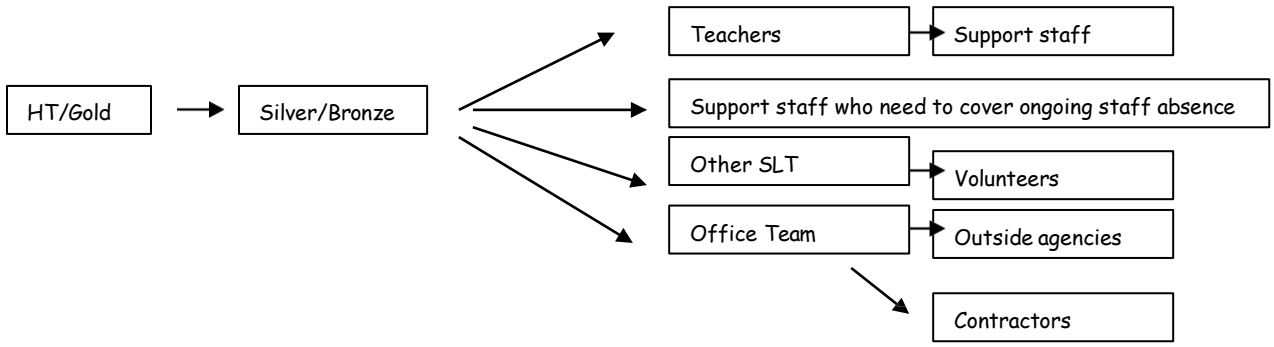
APPENDIX 4 – SCHOOL CLOSURE DUE TO ADVERSE WEATHER CONDITIONS, NATURAL DISASTER OR PREMISES FAILURE

DECISION BEFORE SCHOOL OPENS

In the event that the school needs to be closed before the children are on site, the following procedures will be followed:-

1. Gold to inform SLT
2. Silver to disseminate information to staff (see Communication Tree below)Bronze (site) to liaise with office team to send texts to parents & staff.
3. Bronze (Communication) to post signs on school gates informing parents about any classes that will be closed and advising when further information will be handed out to avoid phone system being deluged (i.e. texts will be sent this afternoon with further details)
4. Recorded message to be set up on phone system by the office team (or Bronze site) for parents phoning in
5. Bronze (Family Liaison) out on gate to meet parents and explain decision. Any unaccompanied children who still arrive at school despite the class closure to be placed in another class whilst they are waiting for collection. Office to be given list so they can call parents.
6. Gold to inform LA and Reach2 of closure and details of sickness levels reported if required.
7. Bronze (site) to call caterers, cleaners, extended services, after school club and any volunteers and other agencies/workers who are due to be working with the class.
8. Bronze (media) to prepare follow-up email, text and gate message to be prepared ready to send out by the end of school.

Communication Tree



APPENDIX 5 - EMERGENCY CONTACTS (Complete as required)

APPENDIX 6 – BOMB THREAT PROMPT CARD

If you take a telephone call from someone who claims to have information about a bomb:

1. Stay calm
2. Let them finish the message without interruption. Try to record EXACTLY what they say, especially any codeword they might give.
1. Make a note of: • the exact time of the call • the caller's sex and approximate age • any accent the person has, or any distinguishing feature about their voice eg speech impediment, state of drunkenness etc. • any distinguishable background noise.
2. When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: • Where is the bomb? • What time is it due to go off? • What kind of bomb is it? • What does it look like? • What will cause it to explode? • Why are you doing this? • What is your name? • What is your address? • What is your telephone number?
5. Dial 1471 - you may get the details of where the phone call was made from, especially in the case of a hoax caller.
6. Report the call to the police and the headteacher/nominated deputy **immediately**. In the extremely unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the headteacher.

APPENDIX 7 – SAMPLE LETTER INFORMING PARENTS

Dear Parents / Carers,

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

(known facts of the incident)

As a school community, we are all deeply affected by this tragedy / I am sure 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 pupils and staff in 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 the school day
Lunch time arrangements
Changes to staffing
Arrangements for specific year groups / classes
Counselling support
Provision of further information as relevant

(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. It 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 do not telephone the school during this time so we can keep phones and staff free to manage the situation. I can assure you that we will keep you regularly informed and fully up to date with any developments.

Yours sincerely,

Headteacher

APPENDIX 8 – LOG OF EVENTS, DECISIONS AND ACTIONS

Log of Events, Decisions and Actions			
Completed By		**Sheet Number**	
Incident		**Date**	
Time	**Log Details**		

APPENDIX 9 – IMPACT ASSESSMENT FORM

Impact Assessment Form			
Completed By		**Incident**	
Date		**Time**	

Question	Logged Response	
How were you made aware of the incident?		
What is the nature of the incident? (e.g. type, location & severity)		
Are there any staff or pupil casualties or fatalities? (Complete casualty / fatality sheets if needed)		
Have the Emergency Services been called?		
Is the incident currently affecting School activities? If so, which areas?		
What is the estimated duration of the incident?		
What is the actual or threatened loss of workforce?	Over 50%	☐
	20 – 50%	☐
	1 – 20%	☐
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)		
Which work areas have been destroyed, damaged or made unusable?		
Is there evidence of structural damage?		
Which work areas are inaccessible but intact?		

Question	Logged Response
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the School's reputation?	
Other Relevant Information	

APPENDIX 10 – LOST PROPERTY FORM

Lost Property Form			
Completed By		**Incident**	
Date		**Time**	

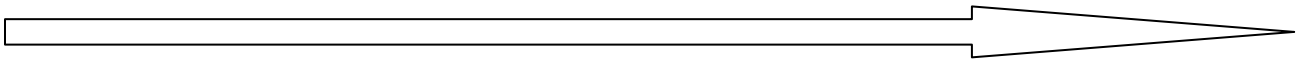
	Expenditure Details ***(what, for whom etc)***	**Cost**	**Payment Method**	**Transaction made by**

No.	**Name**	**Status (e.g. staff, pupil visitor)**	**Details of any possessions left behind**	
			What	**Where left/lost**

FINANCIAL EXPENDITURE LOG

APPENDIX 12 –CRITICAL INCIDENT DECISION-MAKING TOOL

Critical Incident Decision-Making Tool



Information *What do you know/what do you **not** know?*	**Issues** *What are the problem/issues arising from that piece of information*	**Ideas** *What are the ideas for solving the issues/problems?*	**Actions** *What are you going to do? What are you **not** going to do? Who is responsible? What are the timelines?*

APPENDIX 13 – COMMUNICATIONS AND IMPARTING TRAGIC NEWS

13.1. COMMUNICATIONS - INTERNAL

Rumours spread quickly within a school community, and can cause great distress in a crisis situation. The best way of preventing rumours is to inform people quickly, simply and factually. Give pupils, staff, governors and parents accurate, up-to-date information, update them at regular intervals, and encourage them not to speculate or to encourage rumours. Pupils should be informed in small groups where possible. It is imperative that a brief letter that contains general facts about the incident be prepared and released as soon as possible to students, parents and staff members prior to the end of the school day. The letter should be reviewed with REAch2, the school's legal team and the Director of the LA Incident Team.

13.2. COMMUNICATIONS – PARENTS/STAFF RELATIVES

Communications systems are put under enormous pressure in the immediate aftermath of an emergency, but are vital to ensuring a well-managed response. Bronze (Communications) is the pivotal role in managing this situation and an early decision should be made with Gold and Silver about how to inform parents - bear in mind the speed with which rumours circulate. It is helpful to write a one-paragraph statement to be read to parents and others.

A text message should be sent to parents (providing the IT systems are accessible) .There are some parents who we will not be able to contact by text message so follow up calls may still be required.

It is likely that the incident will create a very high volume of calls, or interest from the wider public, the LA may be able to assist by setting up a public helpline to relieve the pressure on the school, or calls can be redirected to the main switchboard if they will agree to handle incoming calls. This can be requested as part of your call for assistance.

Remember, in the case of a fatal incident, the police will normally inform the parents of the child or children involved.

Bronze (Communications) can also ask the LA press office to communicate local radio stations or make contact directly. Signs should be posted on the school gates (with a map where suitable) detailing the location of the evacuation site informing parents who have not got the message where the children are. In the event that parents need to be called to chase up parents who are late, the school mobile phones/phones at the emergency site should be used rather than personal phones.

13.3. MEDIA MANAGEMENT

It may be worth setting up a designated press area away from the school and giving the press a time and location for a press conference. The first priority is the safety of students and staff. The news media can be accommodated later at our convenience. The letter that has been prepared for pupils, parents and staff may also be read at the press conference as part of the media response. In the most serious cases, the police are likely to take the lead when dealing with the press, and to offer some protection against media intrusion.

Media and third party enquiries must be routed to Bronze (communications) who should brief all staff likely to receive calls. **On no account should unauthorised persons speak to the media other than to help re-route calls.**

Bronze (communications) will be asked to provide:

- Regularly updated holding statements for the press, members of the public, and parents.
- Status update statements for press, Chair of Governors and parents.
- Briefing and support for Heads and Chair of Governors prior to Press interviews and statements.
- Briefing and support for Staff answering telephone enquiries and setting answer phone messages.
- Press only telephone lines, should it become necessary.
- Liaison with all Emergency Services' Press Offices.
- Liaison with Local Borough Press Offices and the Press Offices of other partner agencies.
- Formal responsibility for emergency communication with the media and monitoring media broadcasts.

13.4. MEDIA INTERVIEWS

The decision regarding who should conduct interviews / deliver press statements should be discussed with Gold and the REAch2 and LA Management Team. However, if it has been decided that "Gold" will act as the school spokesperson, the following guidelines should be followed:-

- Have another person with you, if possible, to monitor the interview.
- If possible, agree an interview format i.e. establish what the interviewer wants to ask.
- Be prepared to think on your feet, but try to decide beforehand what you want to say. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot comment.
- Don't over-elaborate your answers.
- Refuse requests for photos or schoolwork of children/staff involved.
- Try to keep a grip on your emotions during interviews-especially if it is TV.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.

13.5. IMPARTING TRAGIC NEWS

Pupils should be told simply and truthfully what has happened, in small groups where possible (i.e. class, year group etc). In some circumstances, it may be appropriate to bring pupils together as a whole school. Where this is the arrangement, ensure pupils have an opportunity to ask questions and talk through what they have heard with class teachers/other staff in smaller groups afterwards.

- Begin by preparing pupils for some very difficult / sad news
- Avoid using euphemisms, use words like "dead" and "died"
- 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 of shock/disbelief that pupils are experiencing 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 of the positive aspects of their lives
- Explain what arrangements the school has in hand for coming to terms with what has happened

13.6. FUNERALS AND MEMORIAL SERVICES

The Headteacher should liaise with parents / families regarding funeral plans and write to the bereaved parents / families on behalf of the school. If tributes are left at the school, (flowers and other tributes), a member of the Senior Leadership Team should arrange to visit the

family to deliver these tributes if this is acceptable to the family. A condolence book may also be set up and the children given “cards” to stick in (office to mail-merge children’s names & class names onto the paper).

If appropriate, the school may also write to other parents (see sample letter). There is often a feeling from parents that they want to make a donation. This should be arranged so that flowers can be sent to the service. It might be appropriate to buy a bench, plant a tree etc, at a later date. Planning a memorial, a special assembly or celebration of the person’s life may help the whole school community.

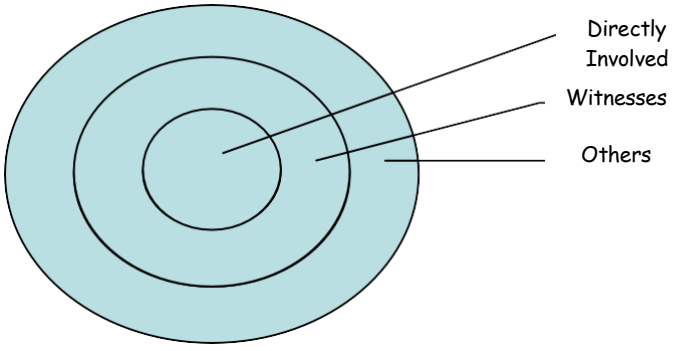
APPENDIX 14 - POST INCIDENT CARE

Post-incident care aimed at helping individuals to understand their feelings following the emergency can be requested from the LA / external providers if required to reduce the possibility of pupils/staff developing post-traumatic stress disorder.

14.1. ASSESSMENT OF VULNERABLE INDIVIDUALS

Different children (and staff) will require different levels of support and this will depend on a number of different factors. The following chart should be used to identify the individuals who may be most vulnerable, placing individuals within each circle and colour coding (green: low risk; yellow: medium risk; red: high risk) according to the following criteria and degree of concern:-

- At greatest risk as they were directly affected by the incident
- Siblings/relations
- Close friendships
- Any perceived culpability/responsibility
- Being blamed or made a scapegoat
- Displaying emotional distress
- Previous bereavement/trauma
- Pre-existing emotional health issues
- Pre-existing home instability/stress
- Culture/language issues



14.2. CLASS SUPPORT

Class teachers have a vital role to play in supporting children in the aftermath of a major incident. Make opportunities to talk to the 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. Be aware of children in your class who may not be as visible as others but who are struggling to cope. Make times and opportunities for them to talk.

14.3 POSSIBLE REACTIONS

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

Physical

- Wetting / soiling
- Disturbed sleep
- Lack of energy, listlessness
- Changes in appetite
- Headaches, tummy upsets, muscle aches

14.3 POSSIBLE REACTIONS continued

Cognitive

- Difficulties in concentrating, increased distractibility
- Loss of previously acquired skills
- Being more accident prone
- Reduced interest in activities
- Appearing preoccupied

Emotional / Behavioural

- Numbness
- Irritability, anger, aggressive behaviour
- Nervousness, panic attacks
- Raised levels of anxiety
- Feeling overwhelmed / confused
- Clinging behaviour
- Regression of behaviour
- Repetitive acting out
- Mood swings, crying

If you have concerns about particular children, discuss these concerns with a member of the Senior Leadership Team so consideration can be given to the pastoral care that can be offered in school and the possibility of outside agency referrals considered.

Where the pupil is experiencing persistent and intrusive thoughts, dreams or flashbacks and a range of the physical, cognitive and emotional/behavioural symptoms described above for at least 1 month, then serious consideration should be given to accessing specialist child mental health services. A referral to CAMHS can be discussed with the school EP. Parents may also wish to discuss the difficulties with their GP so their GP can also consider whether a referral to CAMHS is appropriate.

14.4. INDIVIDUAL PASTORAL SUPPORT

You may be asked to offer pastoral support to individual children if you have a strong bond with them or particular skills in this area, or if the child has started to open up to you. It is important to make sure you have some clearly defined strategies when undertaking this role and ensure you do not underestimate the demands and strain. Ensure you have the opportunity to talk through any form of support that you provide with a trusted colleague.

- Be accepting and allow the pupil to express their emotions. Ask open-ended questions (e.g. “How are you today?”) or just sit with them if you feel this is 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 (i.e. repeating back to the child what they have said). Sometimes it is helpful to give a name to the emotion you are hearing being expressed (e.g. “That sounds very sad”, “Did you feel angry then?” etc).

- You might have to explain your limits of confidentiality – i.e. confidentiality can be maintained except where you believe the pupil is at risk or there are issues relating to a possible criminal act.
- 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 you might want to suggest could include:
    - Talking to their friends and family
    - Crying and expressing their emotions in a suitable, safe context
    - Eating normally & doing some physical exercise
    - Maintaining normal sleep patterns
    - Listening and playing music or being creative through art, drama, music etc
    - Carrying on seeing and playing with friends
- As part of such sensitive support, it will be important to ensure that the pupil can continue to seek support from you but without them becoming dependent. If appropriate agree a set number of sessions at a set time and place where you can be confident of not being disturbed (in terms of your own safety and accountability, ensure that parents and relevant staff and aware of such arrangements)
- Using a visual aid such as an outline of a hand, ask the pupils to identify 5 individuals (e.g staff, peers, family, other adults) who they feel they could approach as part of their support network to help them feel safe. As them to test it out.
- Liaise with parents and carers as appropriate
- Consider liaising with colleagues to differentiate work outcomes / homework etc or arrangements for managing the pupil’s emotional distress in class

14.5. ONGOING SUPPORT

The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both staff and pupils who are affected.

Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school. Remember also that holidays, Christmas, birthdays and the anniversary of the event can mark points of particular emotional vulnerability.

It is also important to make new staff aware of which pupils were involved and how they were affected so teachers and support staff have the knowledge they need to support pupils.