



CRITICAL INCIDENTS & BUSINESS CONTINUITY PLAN

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Author	Mike Marshall - Principal
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Introduction

Handling crises is a normal part of everyday life. Some incidents, however, are of a more critical and overwhelming character in which staff, pupils and parents may experience acute, even prolonged, distress. For instance in recent times schools have faced:

- *The serious injury or death of a colleague or other adult.*
- *The serious injury or death of a child.*
- *Incidents charged with profound emotion.*
- *Incidents attracting unusual attention from the news media.*
- *Incidents involving serious threat.*
- *Student suicides.*
- *Other incidents with extremely unusual circumstances which produce a high level of immediate or delayed emotional reaction, surpassing the individual's normal coping mechanisms.*

Critical Incidents Management Team

There is a team in place to respond to Critical Incidents and review policy and procedures.

- | | | |
|----|---------------|---|
| a) | Head / Deputy | Central Co-ordinator
Liaison with Proprietor / Trustees
Liaison with County
Contact with Parents
Contact with Press |
| b) | Head / Deputy | Co-ordinates information to pupils at base
Co-ordinates counselling where necessary |
| c) | Head / Deputy | Dissemination to staff
Scheduling meetings |
| d) | Administrator | Communications
Setting up new telephone system and
incident room as appropriate |
| e) | Head / Deputy | Building Security
Liaison with Police/Fire/
Liaison with Building's Officer |

Action within hours

- Obtain and collate information about what has happened.
- Gather Information.
- (This uses a serious incident off a school premises as an example).

Information required

What has happened?

Where and when?

Name and contact number of an adult at the incident site.

Extent of injuries, numbers and names.

Location of injured, name and contact number of adult present.

Location of uninjured, name and contact number of adult present.

Is help required from the school?

Gathering information in these circumstances can be an untidy, incremental process, e.g. police will not release hard information until long after local rumours have been circulating; hospitals have to follow their rules of confidentiality.

Gather and brief the Critical Incident Management Team (CIMT)

CIMT needs to know:

- Who has been informed?
- What has been said?

Trigger the LA support network through designated contacts

County CIRT will offer practical help and can also alert LA officers as appropriate including the Director of Children and Families, Media Relations, Legal, Occupational Health and Safety, Engineering Maintenance, Human Resources.

NB Establish clearly who is being contacted by whom.

Put in place an incident management room and a dedicated telephone line

- There is the possibility of the school line being inundated with incoming calls from anxious parents.
- The designated person or team dealing with incoming calls should provide an agreed factual statement along with reassurance of action being taken at the incident site.
- It is important to avoid speculation and not to make statements about further information or developments unless confident that it will be available.
- A separate dedicated line may be needed for outgoing calls. The use of mobile phones will be difficult to control and can cause, even if well

intentioned, misinformation or confusion.

Contact families whose children are involved

- This has to be done quickly and with sensitivity.
- The names and contacts of any excursion party will be centrally available.
- Consistency of information is vital so it is best to avoid using a chain of communication.
- Any message should relay known information and assurances of appropriate action being taken and should indicate if and when further information will be made available.
- It may be appropriate for parents to come into school to be ready for further information. Some people are likely to need immediate emotional support.
- If a child is critically ill or dies, it will be important that the head teacher contacts, or, if possible, visits, the parents.

Make arrangements for informing other parents

If there is any possibility of legal liability, police action, or a health issue, Human Resources, legal services and/or the health authority, should be contacted before the school issues information to parents.

It may be sufficient to inform parents not directly affected by the incident by sending a letter home with children. In some cases it will be appropriate to call a meeting at school, especially if the incident is one which will generate concern about some aspect of the school's organisation (e.g. injury following violence at school).

County Council CIRT can provide support and/or a leaflet for parents to accompany a letter home if necessary.

- A prepared statement should give necessary facts, expression of sympathy/concern and possibly a message for the community. It is important to remember that a letter is likely to be accessible to the media and to seek guidance from the Media Relations Team. It is sometimes better to delay this letter by 2 or 3 days until full information is available. In other circumstances, it will be important that the letter goes out immediately.
- Heads are advised to contact County Council CIRT to check the contents of any such letters or statements.

Information for staff

It is vital that all adults in contact with pupils are kept well informed and feel secure in handling questions and comments.

A schedule for updating needs to be arranged, e.g. during breaks, at the end of the day or first thing next morning. Such meetings ensure that knowledge is common and questions are answered. Staff should be cautioned about not talking to the media or responding to questions from reporters.

Information for pupils

This is best done in classes or small groups with particular care being taken to protect and support both children close to someone involved with the incident and staff who are unable to handle the emotions or distress confidently.

Children should receive a consistent account of the incident while allowing for differences in their ability to understand.

Listen to people's concerns

Be attentive to the reactions and needs of staff and of children. Offer time and space for reflection together.

Next Actions

- Develop a plan for handling the feelings and reactions of people
- Provide further information if required to parents not directly involved.
- Maintain contact with emergency services, professional agencies and other groups involved.

A school, settings or services contingency plan will need to be flexible and take into account that an incident could occur during a holiday period. For example, a school party will have home contact numbers but if an incident involves children not on a school activity, e.g. the abduction of a child, information might come first from the media. Head, staff and governors need to be cautious in responding to 'off the record' questions. It is essential both to avoid and discourage speculation (see section on 'Responding to the Media').

The school's contingency plan will need to be flexible and particularly to address the possibility of the incident occurring during a holiday. A school party will have the home contact numbers but if an incident involves children not on a school activity, e.g. the abduction of a child, information might come first from the media. Head, staff and Trustees need to be cautious in responding to 'on the record' questions. It is essential both to avoid and discourage speculation

Handling the reactions of people affected

Experience from affected schools, and from research, provides a wealth of evidence about the range of reactions and needs generated by critical incidents.

People can react very differently; some will readily give vent to their feelings, others find it more difficult. It is normal to react, it is also normal not to react. Pupils' ages and development will of course affect their understanding and feelings. The nature of the incident itself has a major bearing on the feelings generated. The most common reactions include denial, distress, guilt, anger and helplessness.

There are, however, some common needs that should be recognised and addressed:

People need

1. *Information about the incident.*
2. *Explicit acknowledgement of the incident.*
3. *The opportunity to talk through or otherwise express their personal reactions.*
4. *Personal support if they are to support others effectively.*
5. *Formal recognition and rituals.*
6. *Continuing or quickly re-established routines.*
7. *A managed return to the school, setting or service for pupils or staff directly affected.*

1. Information about the incident

- Inform all staff and give guidance on how to support and talk to those affected.
- Confront the truth and take care with the choice of expression in announcements.
- Outline the measures in place in the school, setting or service to provide further help for distressed children, or staff members.
- Provide information to families on the kinds of help and support available to them and their children. County Council CIRT has a variety of resources which may be of value and can be borrowed.

2. Explicit acknowledgement of the incident

- The management of a critical incident can result in a great deal of stress. The following points may be of value in helping to reduce levels of stress:

Acknowledge the emotional state of staff and children and allow time and space when needed.

Be aware that some staff may not wish or be able to be directly involved in supporting children or members of their team.

Be aware that the burden of support may fall disproportionately on a small number of staff. It is therefore important to address their emotional needs.

- The incident may act as a trigger to children who are emotionally vulnerable, even if they are not directly involved. This may result in difficulties in behaviour and relationships. Staff need to be aware of such pupils and appropriate levels of support need to be given.
- Be sensitive to the effects on staff or children's concentration and performance. There may be a need to lower expectations.
- Be sensitive to the effect on home and social life for families and peers.

3. Opportunities to talk through, or otherwise express, personal reactions

- While attempting to ensure continuity and normality, staff should encourage children to talk about their feelings and be prepared to listen to them.

- Groups of children may be offered support from outside professionals to help them understand their reactions and develop coping strategies. Parental permission should be sought in this instance. (See Section 4 for available support).
- All staff associated with the children involved should be offered opportunities for additional support. (See Section 4 for available support).
- Exceptionally, some children and staff may need therapeutic help on an extended basis, even well after the event. This requires reference to professional agencies, for example, CAMHS, Occupational Health or their GP.

4. Personal support for those supporting others

- Be aware of the possible delayed reactions for those actively involved in responding to a critical incident. Staff who are coordinating responses should be supported and scheduled for relief periods.
- Teachers are vital in supporting pupils through a critical incident; but teachers facing this need and deserve informed guidance and emotional support themselves.

5. Continuing or quickly re-establishing normal routines

- Every attempt should be made to provide as much continuity as possible for children and staff.
- In school settings maintain the normal school day so that children are unsettled as little as possible. The school can become a focus for parents and others to gather (e.g. to bring flowers or just to wait for news). Schools need to manage such responses by designating space, refreshments, toilets etc. Schools are entitled sensitively to discourage milling and undue disruption.

6. Formal recognition and rituals

- Arrangements may be made to express sympathy to the families directly affected by the incident.
- Children can be encouraged to send cards and letters to the injured or bereaved.
- Plan to attend a funeral, if welcome. School closure may be appropriate but please discuss with the LA before making any firm decisions.
- Discuss the desirability of holding special assemblies and memorial services. County Council CIRT can offer further help and advice in this area.
- Anniversaries are key times and the school should ensure such times are planned for and handled with sensitivity and support.

7. A managed return to school or work by pupils or staff directly affected

- Some pupils or staff may not be attending school after an incident and will need assistance on re-entry.

- Some pupils or staff may have been injured or distressed and will need significant support to reintegrate back into school or work life.

How the curriculum can help

- Consider the inclusion of training for staff in areas such as loss, change or bereavement. The Educational Psychology Team offer such training.
- Consider the provision of relevant fiction and non fiction books in the school library. County Council CIRT has a list of relevant literature which is available on the intranet.
- Consider, within PSHE, discussions with pupils about what are normal reactions to stress or crises and give them guidance about practical measures to alleviate the stress responses, e.g. relaxation techniques or positive imagery.
- Consider the inclusion of skills or projects within PSHE concerned with the cycle of life and death – see SEAL resources.
- Consider how different races and cultures deal with loss, change and bereavement.

Arson Attacks

- It is rare for personal injury to occur in arson attacks on premises but the sense of loss, distress and anger can be severe. The dislocation for teachers especially and other staff can be prolonged. They are forced to revisit their distress day by day as the loss of their investment in place, planning, resources, records and teaching patterns bears down.
- Children and young people are also subjected to the same emotions. In schools accumulated course work or portfolios for assessment can be lost, resulting in a similar sense of distress and anger.
- Be aware that the worst effects on staff morale and emotional wellbeing can occur some time, often months after a serious fire.
- The pressure on staff to restore normal routines quickly on a new or restricted site often leaves too little room for grieving, for ritual endings and for reflection.

Be alert to the strong influence of technology

For example:

- *Social networking sites.*
- *Computer games, films and websites depicting undue violence and abusive practices.*
- *Texting as a way of spreading rumour, personal humiliation and bullying.*
- *Websites, such as suicide pacts, drugs/alcohol experimentation.*
- *Webcam/mobile phone images being uploaded.*

Support to schools, settings and services

Critical incidents test the spirit, organisation and leadership of schools, settings and services and their communities in extreme ways. Invariably workplace communities rally to support each other through the difficulties.

In some circumstances however, either because of the incident itself or through tensions already affecting the school, setting or service an emergency can produce or worsen conflict. Individual reactions to acutely abnormal circumstances cannot be predicted. Some understanding, and expectation, of disturbed responses needs to be developed.

Again, it must be emphasised that:

Schools, settings and services are likely to cope better and recover more fully if they have anticipated a major incident and planned their response to it. Teachers are very important adults in the lives of their pupils and are crucial in supporting them when they are seriously upset and also deserve knowledgeable support and guidance for themselves.

Additional help available to schools, settings and services.

Experience indicates that a school, setting or service at the centre of a critical incident will usually need some level of external support from the LA, Diocese, and/or other agencies (e.g. social care, local churches, and health services, voluntary organisations) to provide people with the expertise to offer:

- *Emotional support for pupils, staff, managers and others.*
- *Debriefing for groups of staff and/or pupils who are most affected.*
- *Exceptionally, referral for counselling.*
- It is best if the school, setting or service seeks and manages any external help, but this may not always be possible.
- A school can, in the aftermath of an incident, be inundated with well-meaning offers of help and advice. The CIMT needs to be clear about the types of help their school really needs. It may also face intense media interest. The priority objective, shared between school and LA, must be to serve the best interests of pupils and staff in coping with the incident individually and collectively.

County Council CIRT can offer support to schools, settings and services in the first hours, days and weeks of a critical incident, in addition to the technical and organisational services which some situations will require.

Telephone and email contacts for support and advice

- Immediate emotional support and practical advice will be offered by the LA to the Principal/staff/governors and parents.
- Most schools, settings and services will have some strong personal links with the LA. Such contacts can be invaluable, particularly for Principals, in providing moral support and a trusted sounding board at a testing moment.
- County Council CIRT offer personal advice for Principals and managers and access to the services described below.

Debriefing and support for teachers and other staff

County Council CIRT can provide specialist support to enable a group of staff to come to terms with a critical incident and to plan their response with children and young people, colleagues and parents. This could be done immediately by holding a voluntary staff meeting where people can talk over individual reactions and needs. A week or two after the event, when raw feelings have subsided and more enduring emotions are starting to dominate, it will, in some circumstances, be helpful to offer staff a more structured debriefing session, usually lasting a couple of hours.

During evaluative interviews conducted over time it has become clear some further follow up support may need to continue, particularly in the period preceding the anniversary of the critical incident. If it becomes clear that individual staff need more substantial support or counselling the LA can help in referral to appropriate expertise. The Occupational Health Unit provides valuable expertise in helping individual staff facing prolonged stress in these circumstances.

It is very important that natural priority concern for the well-being and emotional recovery of children and young people or staff does not lead to an assumption that teachers, head teachers other staff and managers will somehow cope unaided. Many need and deserve support.

Debriefing sessions for children and young people

All the evidence suggests that when children and young people have been directly involved as witnesses to a traumatic incident they will benefit from structured debriefing sessions. Debriefing can also be beneficial to children and young people otherwise affected. This enables them to express what they saw or heard, how it affected them, how they feel about it in retrospect and how they are facing their futures.

County Council CIRT can help schools set up and run such sessions. Such an intervention needs careful negotiation and is likely to be held between 1 and 4 weeks after the incident. Parental consent to involvement is essential. Draft guidelines and letters are available.

County Council CIRT is not a team of 'counsellors'. Its role is short to medium term and is intended to enable children and young people, teachers and staff to come to terms with what has happened, to clarify thoughts and feelings so that they can operate as normally as possible in an abnormal situation, and to find their own ways forward from it.

Longer term support

- Some individuals or groups may find it very difficult to shed the distress, anxiety, guilt, and depression that an incident can provoke. Others may suffer a delayed, or not obviously related, effect.

Teachers and other staff need to be sensitive and observant towards both children and young people and their colleagues. Advice, and referral to support agencies for such circumstances, is available in Appendix 1.

- The Educational Psychologist for the school or setting is able to respond to requests for help with individual children showing unusual or prolonged reaction to a critical incident. Where County Council CIRT has been involved with a school, setting or service in dealing with a critical incident, the school setting or service is encouraged to seek a follow up visit after an appropriate interval to review continuing needs and to reflect on the process at the time of crisis.

Leaflets for parents and others

Tri-fold A4 leaflets are available from County Council CIRT for circulation among parents, staff and other adults involved in supporting pupils. These leaflets, which can be customised, alert parents and others to the possible reactions of their children and young people to an incident and make suggestions about helping them through it.

Support for senior staff

- The strains of leading a school, setting or service through a critical incident can be profoundly disturbing but may not be fully evident or acknowledged until after the crisis has subsided. The support of family, senior colleagues, governors, other Principals, managers and close friends are recognised as crucial in helping those involved.
- Those in positions of greater responsibility may be in a particularly isolated position when police investigations are in progress due to the strict codes of confidentiality involved.
- Experience so far suggests that those in positions of greater responsibility too often underestimate the impact on themselves of such an ordeal and may be reluctant to seek personal support. Caring for those managing the care of others is eminently justifiable and represents sound practice and should be encouraged.

Dealing with the Media

Schools, settings and services facing a critical incident often worry unduly about dealing with the media. In most critical incidents the press, radio and even TV reports are responsible and sympathetic. However, if they can find an angle to the incident that can make for exciting, sensational or controversial coverage, this can add seriously to the demands on senior staff and others.

Schools, settings and services are urged to seek advice from Media Relations in handling the incident and particularly before agreeing to be interviewed or releasing names of children and staff. County Council CIRT can support this process.

Schools, settings and services may still face the need to deal themselves with the attentions of the media. Children and young people, parents, governors, teaching and other staff may be approached directly by press, radio or TV reporters in the earliest stages of an incident. In an out-of-school incident the media might learn of it before the school and may have information at odds with that of the school. In the most difficult circumstances the police will usually provide some protection against media intrusion.

In some instances media interest might persist over a period of time and possibly be re-triggered by a funeral, inquest, court action or anniversary.

Guidance points

Any direct contact with the media is normally best managed by Media Relations, or at least in conjunction with them.

Preparing an agreed text for release to the media and/or as a script from which anyone confronted by the media can speak is a valuable tool. If possible ensure that a designated spokesperson, briefed and prepared, by Media Relations, makes the direct response for the school, setting or service.

Early intervention by the Media Relations Team can minimise, or in some cases prevent media interest in an incident. In the future, in line with other centrally provided services, there may be a charge made for support from the Media Relations Team. However this will be made clear if and when applicable.

DO's in facing the news media:

- *Do respond to what and when questions.*
- *Do tell your story quickly, accurately and get your key message(s) across.*
- *Do consider, when possible, the needs of your audience.*
- *Do choose your own time when to report to the media.*
- *Do prepare and rehearse so that everybody has the same story.*

Don'ts in facing the news media:

- *Don't reply to why and how questions.*
- *Don't speculate, stick to the known facts.*
- *Don't bluff or lie.*
- *Don't make 'off the record' comments.*
- *Don't make promises you cannot keep.*
- *Don't make excuses or blame others.*

- Don't respond to 'blind quotes'
(e.g. "one of your staff tells me that ... do you agree?" – this is a ploy often used by the media to extract more information).
- Don't say "no comment" – explain why you cannot comment.
- Don't allow words to be put in your mouth –
e.g. "would you agree that ...?"

How you present and respond is as crucial as what you say
This implies training and practice to ensure confidence, credibility and a natural but prepared style.

Effective, direct communication within the school, setting or service's community can limit the impact of sensational media coverage.
Pupils, all staff, governors and parents need appropriate, accurate, up to date release of information and encouragement not to speculate or to give currency to rumour.

Training opportunities and further information

It is important to give representatives from schools, settings and services the chance to explore the issues raised in these guidelines, to develop action plans and to identify continuing training needs. Support can be provided from the County Council CIRT on request, to assist in the process of introducing and implementing a scheme. Should staff, pupils or Governors wish to receive additional training in any of these areas please discuss this with the Principal.

Incident type procedures (quick guides)

Evacuation (fire, gas smell, structural concern)

Trigger: fire alarm, confirmed fire/smoke, gas smell, instruction from Incident Lead/Fire Service.

Actions

- Evacuate via nearest safe route to assembly point.
- Staff take register / pupil attendance method; conduct headcount.
- For pupils who struggle: use agreed low-arousal prompts, ear defenders, comfort items where safe, and designated staff for specific pupils.
- Do not re-enter until Fire Service/Incident Lead authorises.
- Post
- Record incident; report to H&S lead; consider RIDDOR if threshold met.
- HSE +1

Lockdown / security incident (intruder, violence nearby, weapon risk)

Trigger: suspicious/violent person on site, police instruction, serious community incident near site.

Simple common language command -

“LOCKDOWN, LOCKDOWN, LOCKDOWN” (or your agreed phrase)

Actions (full lockdown)

- Bring pupils indoors immediately; secure doors; cover internal visibility where appropriate.
- Staff and pupils move to the designated safer areas (pre-planned per room).
- Maintain silence/low noise as feasible; phones on silent.
- Take attendance/headcount and report status to office when safe.
- Do not open doors until “all clear” is given by Incident Lead/police.
- SEND adjustments
- Use calm tone, minimal language, visuals (“safe space” card), allow sensory supports, and prioritise known safe adults.
- Where a pupil is likely to abscond/dysregulate: deploy the pre-identified staff team; consider safer “invacuation” to internal safe space rather than a single crowded room.

Missing/absconded pupil (including from transport)

Trigger: pupil not where expected, missing from register, absconding risk activated.

Actions

- Immediate site sweep (pre-planned zones) while maintaining supervision for remaining pupils.
- Notify Incident Lead and DSL.
- Check known “preferred locations”, sensory spaces, toilets, outdoor areas, perimeter.
- If not located rapidly, follow your threshold for calling parents and police (999 if immediate danger, otherwise 101 as appropriate).
- Consider pupil vulnerabilities: traffic risk, water, cold, exploitation, communication limitations.

Records

Timed log of actions, calls, sightings. Safeguarding referral if context suggests exploitation/neglect

Serious injury/medical emergency/death

Actions

- Call 999; first aid/CPR by trained staff; deploy AED if indicated.
- Send a staff member to meet ambulance.
- Keep other pupils calm and away from the scene; use familiar staff to support regulation.

- Inform Incident Lead/DSL; initiate welfare space for affected pupils/staff.
- Contact parents/carers as soon as practical (factual, calm, no speculation).
- Reporting - Consider RIDDOR reporting where applicable (specified injuries, fatalities, dangerous occurrences). Use HSE school-specific guidance.

Allegation/serious safeguarding incident involving staff/volunteer

Actions

- Immediate safeguarding response led by DSL/Incident Lead.
- If allegation relates to a person in a position of trust, follow local arrangements and contact LADO as required.
- Preserve evidence, restrict contact where appropriate, and do not investigate beyond initial fact-finding unless authorised. (KCSIE provides expectations and duties for safeguarding arrangements and staff conduct.)

Significant violence, serious behavioural crisis, restrictive intervention

Actions

- Prioritise safety; use de-escalation/low arousal approaches.
- Use restrictive intervention only if necessary and proportionate, in line with training and policy.
- Medical checks if restraint used or injury suspected.
- Inform parents/carers in line with policy; record incident and triggers; review risk management plan.

Bomb threat / suspicious package

Actions

- Keep caller talking if phone threat; record exact wording; note time/caller details.
- Alert Incident Lead; call police.
- Do not touch suspicious packages; isolate area; follow police advice on evacuation/cordon.

Severe weather / utilities failure / building closure

DfE guidance covers severe weather and maintaining education as far as possible.

- Incident Lead assesses closure/partial closure.
- Ensure safeguarding supervision continues until pupils safely collected/transported.
- Communicate clearly with parents and transport providers.
- Activate business continuity: prioritise safeguarding, supervision ratios, medical needs, meal arrangements, and staff welfare.

Cyber incident / data breach / ransomware

Actions

- Isolate affected devices; do not power-cycle if advised by IT provider.
- Notify Incident Lead and Data Protection Lead.
- Preserve logs/screenshots.
- Communicate internally; avoid speculative external comms.
- Consider reporting routes per your data protection processes and any contractual IT obligations.

Terrorism / major incident nearby

Follow DfE protective security and preparedness guidance: immediate life safety, lockdown/evacuation as directed by police, welfare, communications, and structured post-incident recover.

Business Continuity

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. 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.

Business Continuity Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
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	<input type="checkbox"/>
2.	Evaluate the impact of the incident	<p>Take time to understand the impact of the incident on 'business as usual' School activities by communicating with key stakeholders to gather information.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> ▪ Which School activities are disrupted? ▪ What is the impact over time if these activities do not continue? ▪ Would the impact be: <ul style="list-style-type: none"> ○ Manageable? <input type="checkbox"/> ○ Disruptive? <input type="checkbox"/> ○ Critical? <input type="checkbox"/> ○ Disastrous? <input type="checkbox"/> ▪ 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? 	<input type="checkbox"/>

	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 5.3)	Consider: <ul style="list-style-type: none"> ▪ Immediate priorities ▪ Communication strategies ▪ Deployment of resources ▪ Finance ▪ Monitoring the situation ▪ Reporting ▪ Stakeholder engagement Produce an action plan for this phase of response.	<input type="checkbox"/>
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. <i>The log template can be found in Appendix A</i>	<input type="checkbox"/>
5.	Log all financial expenditure incurred	<i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff	<input type="checkbox"/>
7.	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc	<input type="checkbox"/>
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.	<input type="checkbox"/>

5.0 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	

	<p>workforce, this may include:</p> <ul style="list-style-type: none"> • Larger class sizes (subject to adult and child ratios) • 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 	
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 –The Annexe (building adjacent), Ormskirk Civic Centre, Lytham House in Kirkby.	
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. CD or 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	

Recovery and Resumption

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.

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. This will be communicated to staff my email or telephone if necessary.	<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

	Content	Page No.
A	Log Template	
B	Impact Assessment Form	
C	Lost Property Form	
D	Financial Expenditure Log	
E	Contents of Emergency Box / 'Grab bag'	
F	Risk Identification, Evaluation and Management Matrix	
G	Incident Management Decision-Making Tool	
H	Staff Contact List	
I	Key Contacts List	

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%	<input type="checkbox"/>	
	20 – 50%	<input type="checkbox"/>	
	1 – 20%	<input type="checkbox"/>	
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?			

Appendix B

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

CONTENTS OF EMERGENCY BOX / 'GRAB BAG'

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
Staff Information	Available on Scholarpack
	Available on individual telephone tree lists given to specific personnel
IT / Equipment Information	Back-up rota and data restoration routine
	Portable radio (plus spare batteries)
	Laptop
	Pay-as-you-go mobile phone and battery powered mobile phone charger
	Stationery including permanent markers, clipboards, pens, pencils and notebook paper
	School Floor Plans
	Whistle
	High visibility jacket

IDENTIFYING, EVALUATING AND MANAGING RISKS

GUIDANCE FOR COMPLETING THE RISK MATRIX:

LEGEND	
I	Impact
P	Probability
I x P	Risk Rating

To establish your risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1-5). Please see tables below for guidance on risk rating scores.

Impact (or Consequence)	
Description	Indicators
5 (Major)	The risk has a major impact if realised
4 (Significant)	The risk has a significant impact if realised
3 (Moderate)	The risk has a moderate impact if realised
2 (Minor)	The risk has a minor impact if realised
1 (No consequence)	The risk has no consequence impact if realised

Probability (or Likelihood)	
Description	Indicators
5 (Very Likely)	The risk will emerge
4 (Likely)	The risk should emerge
3 (Unlikely)	The risk could emerge
2 (Very Unlikely)	The risk is unlikely to emerge
1 (Impossible)	The risk will not emerge

Score	Risk Description	Action Required
25	Extreme Risk	▪ Immediate escalation to Headteacher for risk control activities
20 - 15	High Risk	▪ Risk to be actively managed with appropriate risk control activities
12 - 6	Medium Risk	▪ Take appropriate action to manage the risk
5 and below	Low Risk	▪ Risk to be removed from register with monitoring activity to assess changes in risk rating

Example School Risk Assessment (partially complete)

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
1.	Pandemic or epidemic e.g. influenza virus, meningitis	4	3	12	<ul style="list-style-type: none"> Staff absenteeism policy Use of Supply Teachers 	Pre-prepared Teaching packs for Virtual Learning Environment	<i>Ms Controller</i>
2.	Severe weather events e.g. high winds, snow, heat wave, drought						
3.	Power outage						
4.	Utilities disruption e.g. gas, electricity or water supply						
5.	Telephony failure						
6.	Fire affecting the School premises						
7.	Widespread or localised flooding						
8.	Mass staff absence e.g.						

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
	industrial strikes, lottery syndicate						
9.	Transport disruption						
10.	Violent extremist activity on School premises						
11.	Local hazards in the area e.g. School proximity to airport, railway line, tram line, motorways, industrial sites etc						
12.							
13.							
14.							
15.							

EXAMPLE - STAFF CONTACT LIST

Name	Role	Contact Details
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:

