



Business Continuity Plan and Critical Incident Management Plan

Holy Trinity

Version Control

Plan Version and Issue Date	08.01.26	
Electronic copy location	Daniel Martin One Drive	
Hard copy location(s)	Grab bag	
Emergency grab bag(s) location	Office	
Date of next review (annual)	January 2027	
Person responsible for review	Daniel Martin	

School details	
Name of school	Holy Trinity C of E Primary Academy
Type of school	Primary 4-11
School address	Havelock Road, Handsworth, Birmingham, B20 3LP
School phone number	0121 464 9900
School (office) email	office@holytrinity.bdmad.org.uk
School operating hours (including extended services)	8:45am – 3:15pm
Number of staff	28
Number of pupils	195
Age range of pupils	4 – 11

Plan Distribution

Name	Job Title	Issue Date
Daniel Martin	Headteacher	
Vacant	Deputy Headteacher	
Joe Stanger	Site Manager	
Nigel Oram	Chair of Local Academy Board	
Mark Roberts	Head of Operations	
Mitch Cartwright	Hub Site Manager	

Under the Data Protection Act, 1998 copies of this plan containing personal information must be kept in a secure place and electronic versions must be password protected.

At least one copy of the plan must be held off-site. If the plan is saved in Office 365 there is no need to keep a separate paper copy off site. All contact details of pupils and parents / carers are available in Arbor and do not need to be included with the copy of the plan.

All versions of the plan, including hard copies and electronic versions, must be version controlled.

Hard copies need to be locked away when unattended and electronic versions should be password protected.

Introduction

This plan sets out our school's business continuity and incident management response arrangements to ensure BDMAT and the school are prepared for, can respond effectively to, and recover from, any unexpected disruptions or emergencies.

Disruptions are part of everyday school life and most are dealt with as 'business as usual.' This plan set out how we will deal with the more serious incidents that affect the activities defined as critical in the Business Impact Assessment.

It is not possible, or desirable, for the plan to consider every possible disruption and appropriate managerial responses. Regardless of the cause of a critical incident the impact can be summarised as:

- An inability to carry out daily and/or critical activities
- Loss of life or serious injury to staff, pupils or members of the public
- Loss of building, or part of building or access to the building
- Adverse publicity and/or reputational impacts
- Critical loss of ICT systems and/or data
- Significant loss/shortage of staff
- Loss of critical supplier or partner
- Other (natural) disasters

This plan will be activated in the event of a critical incident defined as any incident that impacts on the delivery of critical activities and when normal responses, procedures and coping strategies are deemed insufficient to deal with the impact.

This plan includes information on actions taken by BDMAT and the school to reduce the risk of a critical incident occurring and increase the resilience of BDMAT and the school to respond to a critical incident.

The plan should be read in conjunction with the BDMAT Data Protection Policy, Business Continuity Policy, Cyber Response Plan and Records Management Policy.

The procedures and critical activities have been discussed and agreed by the school's Senior Management Team and approved by the BDMAT Executive Leadership Team.

Critical Activities

The school's critical activities, as detailed below, take priority for response and recovery following an incident because these activities, if not completed for any reason, would cause the greatest impact on the school community in the shortest time.

Critical School Activity	Requirements Consider the resources required for the critical activities	Response Time
Safeguarding of staff, pupils and visitors	Access to pupil records/management information systems	2 hours
Teaching and learning of pupils	Use of remote learning, access to teaching materials and learning resources	4 hours
Access to IT	Availability of systems, restoration from backups	4 hours
Catering	Access to kitchen, replenishment of equipment and food lost	24 hours

Incident Management Structure

This section of the plan includes generic roles and responsibilities for staff during the initial response to an emergency, during the ongoing response and in the recovery phase. Unless the incident is minor, it will be impossible for the Head Teacher (or their deputy) to implement all the actions required on behalf of the school. When this plan is invoked, all staff must be notified as soon as possible.

An Emergency Management Team (EMT) will be established at the onset of an incident to assist the Head Teacher in managing the response. The EMT is responsible for:

- Immediate response
- Providing adequate resources
- Communicating with relevant bodies
- Liaising with Co-ordinating group (below)

Level One - The Emergency Management Team

Emergency Management Team (SEMT)	
Position	Role in an Incident
BDMAT Chief Executive Officer	Overall strategic management
Headteacher	Incident manager and overall responsibility for safeguarding
Member of SLT	Liaison with emergency services
Member of SLT	Pupil welfare, safeguarding

Level Two – The Co-ordinating Group

Where necessary, the SEMT (above) will create a Coordinating Group.

The Co-ordinating Group is responsible for:

- General management and coordination
- Media and press management
- Liaison with Emergency Services, Children's Services
- Endorsing the approach of the operational group (below)
- Keeping a detailed log of the incident
- Presenting options to the SEMT

Co-ordinating Group	
Position	Role
Headteacher	Representative from the SEMT
BDMAT Chief Executive Officer	Strategic oversight Media management and liaison
BDMAT Head of Operations	Liaison with site staff and contractors
Local Academy Board Chair	Liaison with school governors and local community
BDMAT or School Admin Lead	Incident Recorder

When this plan is invoked, all staff must be notified as soon as possible.

Level Three – The Operational Group

The operational group - those 'on the ground' will:

- Assist with recovery of the school
- Communicate with the Incident Management and Co-ordinating Groups

The Operational Group might include teachers, teaching assistants, emergency services staff (if relevant) and estates staff.

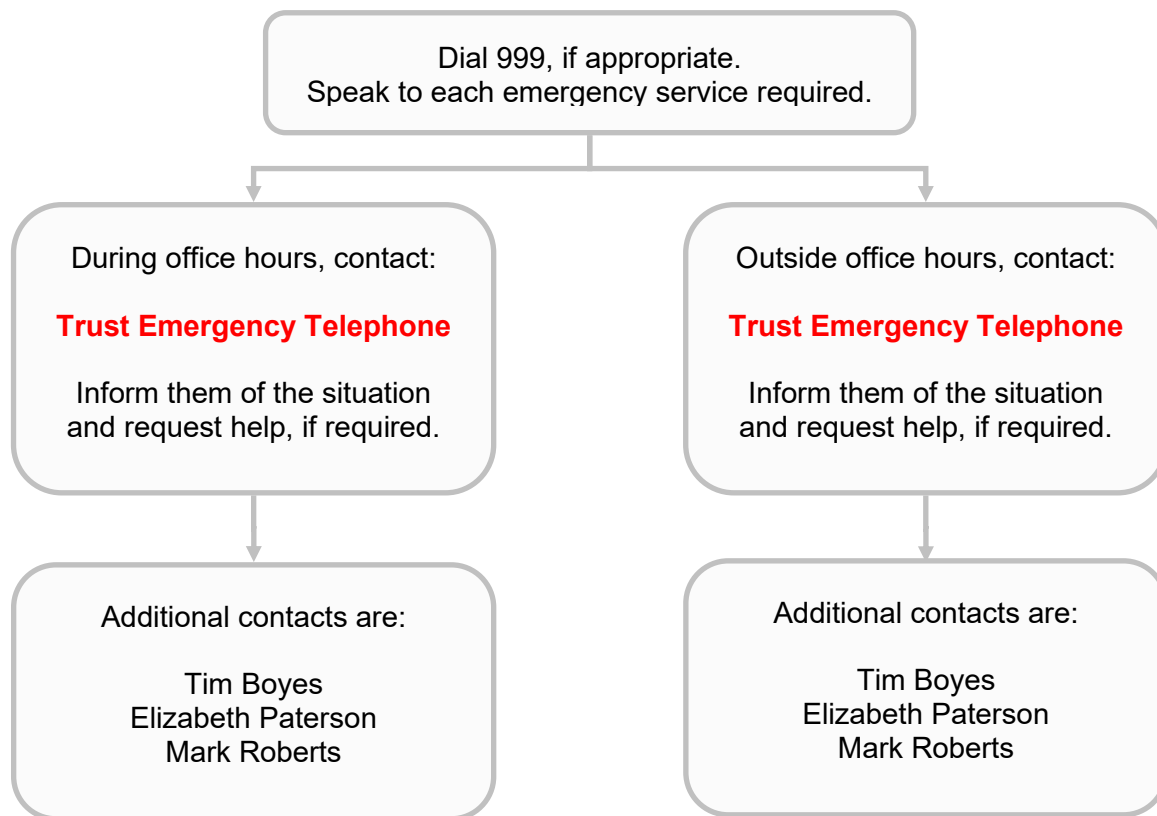
Incident Management – Initial Response

Immediately inform the Incident Manager or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- Assess the situation and establish a basic overview of the incident.
- Take immediate action to safeguard pupils, staff and visitors.
- Attend to any casualties and administer first aid, if appropriate.

- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.



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

- Secure any equipment that may prove useful (e.g. first aid kit, grab bag).
- Log all communications and actions.
- Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.
- Refer to the list of emergency contact numbers for additional support if required.
- Where possible, avoid closing the school and try to maintain normal routines.

Appendix 1 – Contact Details

1.1 Incident Management Team and Co-ordinating Group

Incident Management Team		
Role	Name	Contact
Incident Manager	Daniel Martin	07340037754
Emergency Services Liaison	Jag Saran	07957344191
Pupil Safeguarding and Welfare	Nadia Khan	07801788040

Co-ordinating Group		
Role	Name	Contact
Chief Executive Officer	Tim Boyes	07977 200 005
Chief Finance Officer	Elizabeth Paterson	07523 686 824
MAT Education Lead	Matthew Edwards	07543 505095
HR Officer	Melanie Ball	07968 777552
Head of Operations	Mark Roberts	07925 356 234
Local Academy Board Chair	Nigel Oram	07879 337432
Admin Lead	Amo Rahman	07896 714023

1.2 Contact Details - Suppliers

Organisation	Name (if applicable)	Telephone/Email
Insurance company	RPA	
Supplier (Transport)	NA	
Supplier (Catering)	Chartwells	Antonia Isaacs antonia.isaacs@compass-group.co.uk
Supplier (Cleaning)	Chris Elson	
Supplier (Temporary staff)	1 st - CONNEX Milestones Now Education Teacher Active	Tom 07459055768 Thomas.redman@noweducation.co.uk Jack Hudson 01212003224 Jack.hudson@teacheractive.com
Supplier (Gas)	Opus	01604673100
Supplier (Water)	Water Plus	0345 0726072
Supplier (Electricity)	Opus	01604673100
Supplier (Security Alarm)	Century	Century House Goliath Road Coalville Leicestershire LE67 3FT Tel No 01530 262466
Supplier (Emergency Repairs)	Absolute	Absolute Building and Maintenance 0121 268 3213 stuart@absolutebuilding.co.uk
Tiny Steps Nursery	Darlene Aiken	07931954086

1.3 Contact Details – Useful Contacts

Organisation	Name (if applicable)	Contact details
Emergency Services		999
Department for Education		Enquiry line: 0370 000 2288
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour) If abroad: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)
Met Office		Customer centre: 0870 900 0100 (24 hour)
Health and Safety Executive		Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)

Appendix 2 – Critical Records and Remote Learning

Critical records	Where are they stored?	Impact of Loss	Back-up measures / restorative arrangements
Staff contact details	Arbor/Every - cloud Personal files stored in school	All data on staff will be lost	
Medical information	Arbor	All medical information based on staff and pupils will be lost	
HR and payroll information	SAM People (HR) EduPay (Payroll) Office 365	Arbor	All medical information based on staff and pupils will be lost
Financial information	HOG100 Office 365		Offsite cloud backup Offsite cloud backup
Insurance information	Office 365		Offsite cloud backup
Asset Register/Inventory	Parago		Offsite cloud backup
Staff work	On staff shared – on our server	Planning and some evidence could be lost	
Pupil work	In classrooms	All evidence could be lost of progress that the children have made.	

Remote Learning	Notes / instructions
Website	Details of remote learning to go on the website. This will be posted by Jag Saran
Email	Emails to be sent out to parents via Arbor
Post	

Appendix 3 - Site Information

Utility supplies	Location	Notes / instructions
Gas	Boiler room	
Water	Boiler room Kitchen water tank area	
Electricity	Cupboard by the security gate	
Heating	Boiler room	

Internal hazards	Location	Notes / instructions
Asbestos	Various – see Asbestos Management Plan	
Chemical store(s)	Caretakers cupboard in main body of the school	

Pre-designated areas	Location	Notes / instructions
EMT briefing area	KS1 grass area if building is out of action or conference if building is ok.	
Media briefing area	Havelock Road	

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Holy Trinity Church
Type of premise	Church/Church hall
Contact name and details of key holder(s)	Rev Eve
Address	Holy Trinity Church, 213, Birchfield Road, Handsworth, Birmingham B20 3DG
Estimated travel time (walking, with pupils)	10 minutes
Estimated travel time (by coach, with pupils)	5 minutes

Capacity	>250
Facilities / resources	Toilets, kitchen facilities
Notes	

Appendix 4 – Notification of Incident & Initial Action

A1.1 Notification of Incident

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

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

Name of informant:

.....

Contact details of informant:

.....

Date and time of call:

.....

Date and time of incident:

.....

Exact location of incident:

Details of incident:

Where is the informant now and where are they going?

People affected (including names, injuries, where they are, where they are being taken to):

What arrangements are in place for people not directly involved in the incident?

What advice have the emergency services given?

Who has been informed?

- ☐ Head Teacher
- ☐ School staff
- ☐ Governors
- ☐ Pupils
- ☐ Parents / carers
- ☐ Extended services

- ☐ Police
- ☐ Fire & Rescue Service
- ☐ Ambulance Service
- ☐ Local authority
- ☐ Health and Safety Executive
- ☐ Foreign & Commonwealth Office
- ☐ Media
- ☐ Insurance company
- ☐ Trade union

Does anyone else need to be informed?

Are any other actions required?

+ If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.

Name of educational visit leader:

Number of pupils on educational visit:

Nature of educational visit:

Number of staff on educational visit:

Location of educational visit:

.....

.....

.....

If the incident happened abroad, does the Foreign & Commonwealth Office need to be notified?

.....

.....

.....

Appendix 5 – Actions

3.1 Actions - Overall Response

Initial response
Establish a basic overview of the incident.
If the incident has occurred on an educational visit: ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited.
Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare
Remember to: ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support.
Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.
Take action to protect property.
Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.
Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.
Inform governors as appropriate.
Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.

Ongoing response

Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.

Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.

If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.

Ensure that regular briefings are given to staff, pupils, parents/carers, governors, contractors

Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.

In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.

Seek advice on legal and insurance issues, if appropriate.

If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.

Recovery

Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.

Ensure that post incident support is available to all who may require it.

Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.

Arrange a debrief for school staff involved in the response.

Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).

Initiate a review of the school emergency plan.

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

3.2 Actions - Business Continuity

Business continuity - initial response

Assess the nature of the incident, e.g.:

- Loss of utility supply
- Loss of supplier
- Loss of premises
- Loss of personnel
- Loss of telecommunications.

Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.

Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.

Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).

If appropriate, contact organisations which can assist in document restoration.

Business continuity - ongoing response

Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.

Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.

Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.

In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.

Business continuity - recovery

Work with school staff and other organisations to restore the usual school routine as a matter of urgency.

Put in place arrangements for remote learning, if necessary.

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

3.3 Actions - Communications

Communications - initial response

Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.

Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.

Support staff with any communication needs they may have.

Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).

Communications - ongoing response

Ensure regular information is provided to staff, pupils, parents/carers, governors, contractors.

Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.

Liaise with the 'media management' role about contacting local radio stations.

Update the school answer phone on a regular basis.

Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on:

- What has happened
- How their child was involved
- The actions taken to support those involved
- Who to contact if they have any concerns or queries.

In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.

Communications - recovery

Provide regular briefings to pupils and parents / carers.

Assist the 'business continuity' role in providing remote / virtual learning.

Check that any information in the public domain (e.g. website content) is accurate and up-to-date.

3.4 Actions – Incident Management Log

Log-keeping - initial response

Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.

Ensure that each member of staff keeps an incident log.

Log-keeping - ongoing response

Provide administrative / secretarial support to the SEMT.

Keep accurate records of anyone admitted to hospital or treated by the emergency services.

Record details of any expenditure incurred by the school.

Log-keeping - recovery

Collate all incident logs, making copies if necessary.

Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).

3.5 Actions - Media Management

Media management - initial response

Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.

Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.

Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.

Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.

Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.

Be prepared to be interviewed by the media.

Media management - ongoing response

Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.

Gather information from the SEMT, emergency services and other organisations as appropriate.

Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).

Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.

Try to prevent the spread of misinformation (especially through the use of mobile phones).

Media management - recovery

Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.

Be aware of media interest in memorials or anniversaries of the event.

3.6 Actions – Property and Resources

Resources - initial response

Take action to protect property. Consider turning off utility supplies.

Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.

Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.

Work with other staff and the emergency services to control access to the school:

- Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.
- Provide authorised visitors with identification badges and ensure they sign-in and sign-out.
- Ensure that media access to the site is controlled.

Resources - ongoing response

Liaise with utility suppliers as required.

Establish safe and secure areas to assist the response. E.g.:

- SEMT briefing room
- Briefing area for parents / carers
- Media briefing room.

Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.

Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).

Work with the 'business continuity' role to arrange temporary accommodation, if required.

Resources - recovery

Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.

Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.

Procure temporary classrooms if appropriate.

3.7 Actions - Welfare

Welfare - initial response

Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.

Identify pupils who may require additional support:

- Those with Special Educational Needs (SEN)
- Those with medical needs
- Those with Personal Emergency Evacuation Plans (PEEPs)
- Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).

Welfare - ongoing response

Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.

Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.

In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.

Where possible, every child should be spoken to, and asked if they are alright, before they leave school.

Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.

Ensure that staff take regular rest periods.

Welfare - recovery

Please refer to appendix 3.9 for information on welfare arrangements and post incident support after the emergency response.

3.8 Actions - Educational Visits

Educational visit leader - initial response

Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.

Contact the Head Teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.

Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.

Establish arrangements to meet the immediate welfare needs of pupils and staff.

Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.

Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.

Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.

Keep a log of important information, actions taken and decisions made.

Remember to retain any important items / documents. E.g.:

- Contact details
- Consent forms (including medical and next-of-kin details)
- Maps
- Tickets
- Insurance policies
- Proof of identity
- Passports (if abroad).

Avoid making comments to the media until parents / carers have been informed.

Do not discuss legal liability with others.

Educational visit leader - ongoing response

Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.

Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.

Continue to brief staff and allocate tasks on a regular basis.

Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.

Consult the Head Teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.

Liaise with the tour operator / provider, if appropriate.

Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.

If abroad, contact the Foreign & Commonwealth Office for support.

If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).

Retain any receipts / documentation for insurance purposes. E.g.:

- Records of expenditure
- Medical certificates / hospital admission forms
- Police incident number.

Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.

Ask the Head Teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.

Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).

Educational visit leader - recovery

Please refer to appendix 3.9 for providing welfare arrangements and post incident support after the initial emergency response.

Complete any necessary forms / paperwork.

3.9 Actions – Welfare and Support

Post incident support - assistance for pupils and parents / carers

Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.

Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.

Consider which pupils need to be briefed, how, and by whom.

Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.

Consider providing relevant books in the school library.

Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.

Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.

Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).

Send a letter to parents / carers with information on:

- The nature of the incident
- How their child was notified of the incident
- Arrangements for support organised by the school
- Who to contact if they would like additional support.

Maintain regular contact with parents / carers.

Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.

Consider organising an event for parents / carers to discuss any issues or concerns they might have.

If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.

Post incident support - general actions

Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.

Consider requesting support from other organisations. E.g.:

- Teacher Support Network
- Samaritans
- Cruse Bereavement Care.

Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.

Cancel or rearrange any events which are inappropriate.

Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.

Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.

Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.

Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).

Post incident support - returning after a period of absence

Negotiate with parents / carers a suitable date for returning to school after a period of absence.

Consider if any additional support could be provided which would make the return easier. E.g.:

- Initial part-time attendance
- Alternative methods of teaching
- A sanctuary that pupils could use if upset during the school day.

Brief pupils who may be able to help in the process of resettling (e.g. close friends).

Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for:

- Missed work
- Rescheduling projects
- Exams.

Post incident support - funeral arrangements

Contact bereaved families to express sympathy on behalf of the school.

Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.

Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:

- Closing the school on the day of the funeral as a mark of respect
- A senior member of staff attending the funeral on behalf of the school
- If staff and pupils can be allowed time off school to attend the funeral
- Providing transport to take pupils and staff to the funeral
- Providing pupils with information about what happens at funerals
- Arranging floral tributes and / or donations.

Post incident support - remembrance

Taking into account the wishes of the family, consider providing a suitable memorial at the school:

- Garden
- Seating area / bench
- Tree
- Book of condolence
- Fountain
- Sculpture
- Painting
- Photograph
- Prize (e.g. a sporting / academic trophy for older children).

Be aware of important dates which may need to be prepared for. E.g.:

- Birthdays
- Christmas
- Mother's day
- Father's day
- Anniversary of the event.

Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:

- Commemorative service
- Special assembly
- Concert
- Display
- Sports event.

Be aware of renewed media interest near anniversaries of the event.