



# [insert name of school] Critical Incident Plan

RESOURCE SHEETS  
AND  
PLAN TEMPLATE



## Resource Sheets

1. Incident Log
2. Contact Telephone Numbers (to be updated as required)
3. Critical Incident Management Team Roles
4. Sample Staff Meeting Agenda
5. Critical Incident Management Team Agenda
6. Sample letter – informing parents
7. Pupil meetings – informing pupils
8. Identifying Individuals who may be vulnerable
9. Emotional distress – supporting the individual pupil
10. Sample letter to parents –arrangements for counselling children
11. Emotional distress – class management
12. Emotional distress – signs and symptoms
13. Incident Evaluation Form
14. Business Continuity Strategies
15. Recovery and Resumption Phase

# School Incident Form & Incident Management Situation Report

**Use this form to record initial information received on the incident and to log situation updates. This form should be started as soon as possible, and all boxes completed. New or updated information on this form should be entered in RED so those receiving a copy will know what is new or has changed.**

## CALL INFORMATION

Date:  → Time:  → Your Name:

Name of School(s):

## INCIDENT DETAILS

*Description: detail nature of incident; names of any pupil(s) involved, including age; names of siblings attending or having just left NCC schools, colleges or institutions and the name of that school, college or institution; if individuals affected are adults, note the time they have been at the school, links to other schools and any precursors (e.g. illness, absence from work and length of time)*

How were you made aware of the incident?

## IS IT A CRITICAL INCIDENT? Is it an incident requiring immediate action or is there significant disruption to day to day operation of the school?

No     Yes    →    Date and Time declared critical:

Are there any casualties or fatalities?

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 staff/pupils?                      1 – 20%                       20 – 50%                       Over 50%

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?

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 of actual)

Does the incident have the potential to damage the School's reputation?

Other relevant information?

**CONTACT MADE TO NCC EMERGENCY PLANNING DUTY OFFICER  
07885 292851**  
The Duty Officer will be able to advise and provide NCC services to support you

Enter any further information on the incident to be entered on the log on the following pages.

**INCIDENT MANAGEMENT ACTION / DECISION LOG**

<b>Date</b>	<b>Time</b>	<b>Situation update</b>

Date	Time	Situation update

## Resource Sheet 2

### Contact Telephone Numbers

Emergency contacts to be included in a School Emergency Plan and updated accordingly:  
This information should be regularly checked and updated accordingly.

#### [name of school] Critical Incident Team

Role	Name	Telephone Number(s)
Incident Manager		
Deputy Incident Manager		
Parent Liaison Officer		
Deputy Parent Liaison Officer		
Administrators		
Administrators		
Administrators		
Administrators		
Communications Officer/Media Spokesperson		
Deputy Communications Officer/Media Spokesperson		
Pupil Welfare		
Deputy Pupil Welfare		
Local Police Inspector		

#### [name of school] Key Contacts

Role	Name	Telephone Number(s)
Head Teacher		
Deputy Head Teacher		
Premises Manager		
Chair of Governors		
Deputy Chair of Governors		

## Northamptonshire County Council

Name / Service	Telephone Number(s)
<b>Emergency Planning Team</b> (in the event of an emergency)	<b>Office Hours:</b> 0300 1261012 <b>Out of hours:</b> <b>Mobile:</b> 07885 292851 <b>Pager:</b> 07659 145277
<b>Education Psychology Team</b> Northampton Daventry and SW Kettering and Corby Wellingborough and NE	01604 630082 01604 857382 01536 533930 0300 1261013 01933 440289

### Trade Unions

National Union of Teachers	01638 664538
NAS/UWT	01159675110
Association of Teachers and Lecturers	01536 503296/781645
National Association of Headteachers	01604 708068
Secondary Headteachers Association	01604 230240
PAT	01604 716106
UNISON	01604 630087

### Dioceses

Church of England	01604 887006
Roman Catholic	01908 233121 or 01536 515273

### Local Services and Organisations

Children and Young Person's Bereavement Service (Northampton General Hospital)	01604 545131 07810551318 Fax 01604 544824
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### Youth Counselling Services in Northamptonshire

Chat (Oundle / Thrapston)	01832 274422
Green Door (Corby)	01536 200520
Kettering Youth Information	01536 510089
The Lowdown (Northampton)	01604 622223
Service Six (Wellingborough)	01933 226615
Time to Talk (Daventry)	01327 706706
Victim Support	01933 226665



## National Organisations

### **CRUSE – Bereavement Care**

Phone: 0870 167 1677 / 0844 477 9400 (national rate)

Website: [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk)

*Telephone counselling service for those who are bereaved and those who care for bereaved people. Can offer referrals to local Cruse branches and other bereavement and counselling services throughout the UK.*

### **The Compassionate Friends**

Phone: 0117 953 9639 / 0845 123 2304 (national rates)

*Support for bereaved parents who have lost a child of any age from any circumstances.*

### **Winston's Wish Family Line**

Phone: 0845 2030 405 (local rates)

Website: [www.winstonwish.org.uk](http://www.winstonwish.org.uk)

*Information and guidance for families of bereaved children. Can provide contact details for local groups which support bereaved children.*

### **Child Bereavement Trust**

Phone: 0845 3571000 / 01494 568 900 (local rates)

*Information line for parents who have been bereaved.*

### **The Samaritans**

Phone: 0845 790 9090 (local rates)

Website: [www.samaritans.org](http://www.samaritans.org)

*Confidential emotional support for anyone in a crisis*

### **Survivors of Bereavement by Suicide**

Phone: 01482 610728 / 0115 944 1117 (national rate)

*Can provide details of local self help groups for those bereaved by suicide.*

### **Childline**

Phone: 0800 1111 (free phone)

*National help line for children*

### **British Red Cross National Office**

*Advice on memorials and donations*

9 Grosvenor Crescent, London SW1X 7EJ

Tel. 020 7235 5454



Suggested roles and responsibilities for the School's Incident Response Team:

<b>Role</b>	<b>Responsibility</b>	<b>Possible Candidates</b>	<b>Name</b>	<b>Contact Number(s)</b>
<b>INCIDENT MANAGER</b>	<ul style="list-style-type: none"> <li>• Contacts Emergency Planning Duty Officer.</li> <li>• Acts as or appoints schools single point of contact, acting as liaison between schools and emergency planning team (co-ordinating centrally)</li> <li>• Consider the need to alert other colleagues and external agencies.</li> <li>• Establish a Critical Incident Management Team.</li> <li>• Collate all relevant information relating to the emergency.</li> <li>• Co-ordinate the emergency response strategy for the school, liaising with relevant services, NCC and school governors as appropriate.</li> <li>• Monitor the emergency response.</li> <li>• Provide regular staff / team briefings.</li> <li>• Authorise any additional expenditure.</li> </ul>	Head Teacher Deputy Head Teacher Chair of Governors Senior Staff Member		
<b>DEPUTY INCIDENT MANAGER</b>	<ul style="list-style-type: none"> <li>• Assists Incident Manager.</li> <li>• Co-ordinates and manages staff in the Incident Management Team.</li> <li>• Monitors staff welfare and organises staff roster.</li> <li>• Co-ordinates evacuation, if necessary.</li> <li>• Liaises with the Emergency Services and other organisations as necessary.</li> </ul>	Deputy Head Teacher Vice Chair of Governors Senior Staff Member		
<b>PARENT LIAISON OFFICER</b>	<ul style="list-style-type: none"> <li>• Advises parents and provides information.</li> <li>• Provides point of contact.</li> <li>• Arranges on-site co-ordination of visiting parents.</li> <li>• Maintains regular contact with parents where appropriate.</li> </ul>	Senior Staff Member School Governor		
<b>ADMINISTRATORS</b>	<ul style="list-style-type: none"> <li>• Operate telephone lines.</li> <li>• Help collate information.</li> <li>• Relay incoming and outgoing messages.</li> <li>• Provide admin support to the Incident Manager and Deputy.</li> <li>• Maintain a master log of key events and decisions.</li> </ul>	School Secretary Bursar Support Staff		
<b>COMMUNICATIONS OFFICER/MEDIA SPOKESPERSON</b>	<ul style="list-style-type: none"> <li>• Acts as point of contact for media enquiries.</li> <li>• Works with the County Council's communications team to prepare media statements.</li> <li>• Assist with internal communications.</li> </ul>	Senior Staff Member School Governor		
<b>PUPIL WELFARE</b>	<ul style="list-style-type: none"> <li>• Maintain supervision.</li> <li>• Ensure the safety and security of pupils.</li> <li>• Co-ordinate the roll call register.</li> <li>• Provide information and offer reassurance.</li> <li>• Monitor pupils' physical and emotional welfare.</li> </ul>	Teaching Staff		



## Resource Sheet 4

# Critical Incident Management Team Agenda

The following sample School Critical Incidents Management Team agenda can be adapted to fit the protocol developed in a particular school.

- 1. Share information with the team regarding the facts of the traumatic event.**  
No information should be shared with anyone else until a decision is made about what information is to be shared and the process for notifying staff and students.
- 2. Determine the impact** of this particular incident on individual members of the School in order to ensure that all members can function objectively. Assess the likely impact of the critical incident on classes and individuals. Consider the impact for anyone in the school community who may have recently experienced a significant death or loss. Are there staff members who may require assistance in leading the classroom discussion?
- 3. Determine whether there are the cultural or religious implications** surrounding the incident. How should they be addressed?
- 4. Identify school resources.** Are there other staff members who might be helpful additions to the team in this situation?
- 5. Update from other agencies and partners** – confirm co-ordination issues
- 6. Determine whether additional counsellors are required** to provide support to the team and work with students. Assess the extent of the need for additional resources.
- 7. Confirm the overall strategy and the specific roles of the Critical Incident Management Team** members for this particular crisis.
- 8. Develop an agenda for the general staff meeting** and prepare a written statement for the meeting about the critical incident. (Example overleaf)
- 9. Decide whether it would be appropriate to send home a brief announcement** about the critical incident. Sample letters are included in Resource Sheet 6 above.



## Resource Sheet 5

# Sample Staff Meeting Agenda

The following sample staff meeting agenda can be adapted by the Critical Incident Management Team to fit the protocol developed in a particular school. The Critical Incident Response Team can facilitate the meeting.

1. **Attendance** – anyone who is not present should be informed of the critical incident as soon as possible following the meeting.
2. Provide as much accurate **information** as possible, including:
  - names of the students or staff members directly involved,
  - time and place of the event,
  - any additional information surrounding the event, and
  - names and grades of the siblings of those directly affected who are also in the school.
3. **Introduce the Critical Incident Management Team**, and any additional support staff or community resource people who are present and explain their roles.
4. **Briefly review the school critical incident plan**. Provide extra copies.
  - **Prepare teachers** to deal effectively with informing their students of the critical incident.
    - Give out a script and model how students should be told.
    - Encourage teachers to allow time for classroom discussion.
    - Provide all staff with a copy of the protocol for class discussion. See resource sheet 11 for guidelines on leading a classroom discussion.
  - **Clarify procedures** for handling students who want to leave the classroom.
    - Students who are highly emotional should be accompanied to the designated area.
    - Students who wish to leave the school should only be released to a parent, guardian or their designate.
  - **Inform teachers** of support plans.
    - Identify staff who will run the support and the appropriate procedure for sending students for the support.
    - Advise staff to be aware of their feelings and support each other.
    - Clarify the way to get counselling assistance for staff members.
    - Inform staff of any outside agencies involved in student or staff support.
  - **Ask for staff help to identify** students who may be at risk or need extra support.
    - Make counselling plans for all students who are potentially at risk for suicide or other serious emotional responses to the critical incident.
    - Direct staff to refer students who appear to be emotionally unstable to the counsellors.
  - **Review media policy**.
  - **Inform all staff of any changes to the regular school schedule** or cancellation of normal school events.
5. **Set the date and time of a follow-up meeting**.
  - Assure staff that they will be kept informed of any relevant information in this update meeting.
  - Follow up meeting will provide an opportunity for staff members to discuss classroom experiences and report information back to the group.





## Resource Sheet 6

### Sample Letter - Informing Parents

Dear Parents/Carers,

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

*(known facts of the incident)*

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

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

I have now spoken to all 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 school day*
- *transport*
- *lunch time arrangements*
- *changes to staffing*
- *arrangements for specific classes/year groups*
- *counselling support [see resource sheet 7: sample letter to parents re counselling]*
- *provision of further information 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. This is likely to be a very difficult time for us as a school community and we will all need to support each other.

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

Yours sincerely



## Resource Sheet 7

### Pupil meetings – informing pupils

- Pupils should be told simply and truthfully what has happened, in small groups if possible, eg, class, tutor, year, etc. In some circumstances, it may be appropriate to bring pupils together as a whole school. Where this is the arrangement, ensure that pupils have an opportunity to ask questions and talk through what they have heard with form/class teachers in smaller groupings afterwards.
- Begin by preparing the pupils for some very difficult/sad news.
- Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children.
- Avoid using euphemisms, use words like 'dead' and 'died', etc.
- Pass on facts only; do not speculate on causes or consequences.
- If questions cannot be answered this should be acknowledged.
- Address and deal with rumours.
- Try to give expression to the emotions that individuals may be experiencing (eg, shock/disbelief, etc) and explain that strong and difficult feelings are a normal part of the process of coming to terms with this sort of experience.
- Do not refrain from referring to the deceased by name, perhaps highlighting some positive aspect(s) of their lives.
- Finally, explain what arrangements the school has in hand for coming to terms with what has happened.

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

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

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



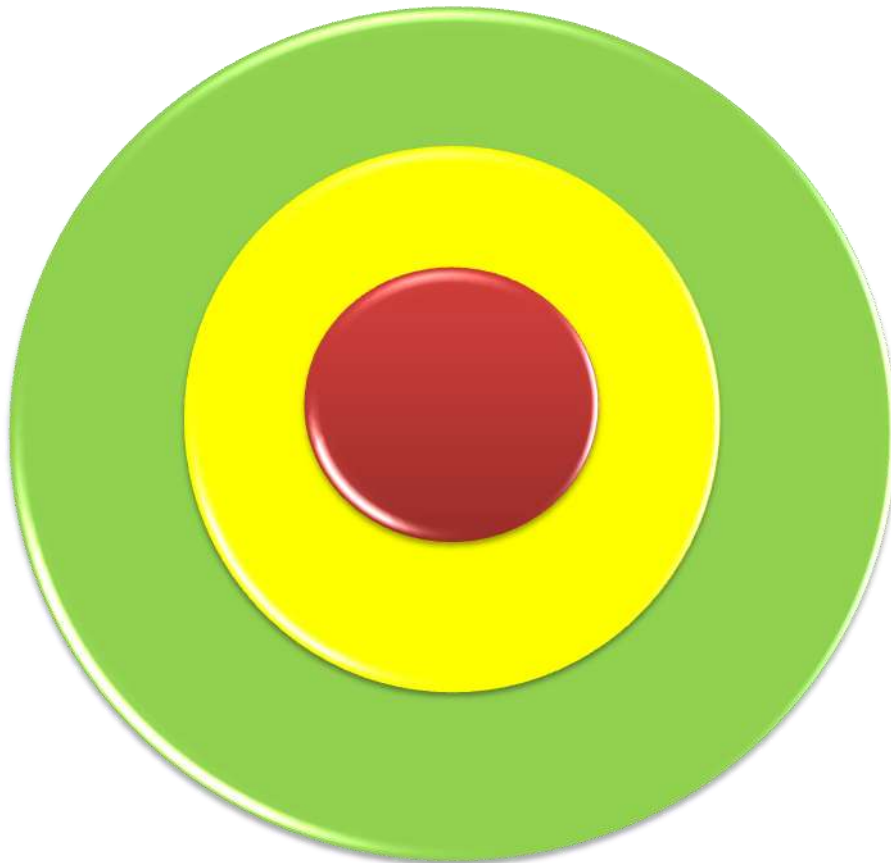
## Resource Sheet 8

### Identifying individuals who may be vulnerable

Place individuals within each circle accordingly.

Within each circle, colour code (green: low risk, yellow: medium risk, red: high risk) according to the following criteria and degree of concern.

- Directly involved
- Witnesses
- At greatest risk as part of incident
- Siblings/relations
- Close friendships
- Any perceived culpability/responsibility
- Being blamed / scape-goated
- Displaying emotional distress (see resource sheet 9)
- Previous bereavement/trauma
- Pre-existing EBD/mental health issues
- Pre-existing home instability / stress
- Learning difficulties
- Culture and/or language issues





### Emotional distress – supporting the individual pupil

- Be accepting and allow the pupil to express their emotions. Ask open ended questions (eg, “How are you today ?”) or just sit with them if this is what you feel 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 (ie, repeating back to the child what they have said) and/or summarise what they have said. This gives an opportunity for the child to elaborate and/or modify what they have said as well as an opportunity to hear a perspective on their own experiences. Sometimes it is helpful to give a name to the emotion that you are hearing being expressed (eg, “That sounds very sad”, “Did you feel angry then ?” , etc).
- You might have to explain your limits of confidentiality (ie, confidentiality can be maintained except where you believe that 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 for the pupil that you might want to suggest could include:
  - Talking to their family and friends.
  - Crying and expressing their emotions in a suitable safe context.
  - Maintaining normal routines.
  - Eating normally.
  - Taking physical exercise.
  - Maintaining normal sleep patterns.
  - Carrying on seeing and being with friends.
  - Listening and playing music.
  - Being creative through art, drama, music, etc
  - Maintaining interests and pastimes.
- As part of such sensitive support, it will be important to ensure that the pupil can continue to seek support from you but without them becoming dependent. If appropriate, agree to a set number of sessions at a set time and place where you can be confident of not being disturbed (in terms of your own safety and accountability ensure that parents and relevant staff are aware of any such arrangements).
- Using a visual aid such as an outline of a hand, ask the pupil to identify 5 individuals (eg, staff, peers, family, other adults) who they feel they could approach as part of their support network to help them feel safe. Ask them to test it out. If all else fails, what else could they always have ‘up their sleeve’ (eg, Childline, etc) ?

- Liaise with parents/carers as appropriate.
- Consider liaising with colleagues to differentiate work outcomes/homework, etc or arrangements for managing the pupil's emotional distress in class.
- Be aware that holidays, Christmas, birthdays and the anniversary of the event that has caused distressed can mark points of particular emotional vulnerability.
- Taking into account other agencies or professionals who may be involved, consider providing pupil with information about youth counselling and information services/other community support as appropriate.
- Consider involving staff from the Children and Young People's Service eg the Link Educational Psychologist
- Where an individual pupil is experiencing persistent and intrusive thoughts, dreams or flashbacks and avoidance of features associated with the distressing event in conjunction with the physical, cognitive, emotional/behavioural symptoms described in Resource Sheet 9 for at least 1 month, then serious consideration should be given to accessing specialist child mental health services. Referral can be made to Child and Adolescent Family Services by the family via their GP or by the Educational Psychologist linked to the school or indeed by the school nurse or doctor.

**Finally, do not underestimate the emotional demands of this sort of work or the confusion that might arise from any of your own unresolved issues. Ensure that you have the opportunity to talk through any form of support that you provide for an individual pupil with a trusted colleague.**



**Resource Sheet 10**  
**Sample Letter to Parents –**  
**Arrangements for Counselling Children**

Dear Parents / Carers,

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

.....

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

This support is likely to consist of staff and professionals from outside agencies talking to pupils in small groups and offering advice and reassurance as appropriate. Please contact me if you have any queries regarding this.

Yours sincerely



## Resource Sheet 11

### Emotional Distress – Class Management

- Maintain normal routines and care.
- Be prepared to be more tolerant and accepting of children who might be more restless, distractible, irritable, emotionally volatile and or difficult to engage than would usually be the case.
- Where possible and where this is something that the pupils clearly need, be prepared to deviate from your lesson plan to allow them to talk and ask questions.
- When in discussion with children, do not be afraid of referring to deceased person(s) by name.
- Be honest when answering questions. Do not be afraid of saying that you do not know the answer or that the question is one that is too difficult for you to answer. Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children (avoid using euphemisms).
- Consider setting up a 'questions post box'. Consider how best to follow up questions raised.
- Allow children to talk about their feelings including difficult, confusing and complex feelings. Give them the message that it is OK to talk and that their feelings are a normal experience given the situation.
- In the same way, allow younger children to express themselves through their play. They are likely to feel the need to 'work out' difficult and confusing experiences and play gives them the opportunities to act out some of the issues. Adults may feel uncomfortable witnessing children's excitable 'playing out' of what has happened and may feel the need to intervene. Try to be accepting and permissive except where this is clearly unhelpful and/or distressing for other children.
- Allow children to support each other
- Manage discussion in a calm and reassuring manner. Allow the expression of feeling but try to manage the emotional temperature. Try to help the children to achieve a sense of perspective. Reassure children about anxieties that they may be experiencing.
- Consider setting up a display area for art work, writing, mementos that the children may wish to contribute.

- Calmly and, where possible, discreetly intervene if it is the case that individual pupils are clearly too distressed to remain in class. Ask if they want to remain in class but in an area away from the main body of children. Make sure that they are supported by a friend. If appropriate, send them with a friend to whatever pastoral support arrangements are available in school. Inform parents.
- Be aware of other children in your classes who may not be so visible but who nevertheless may be struggling to cope. Make times and opportunities for them to talk. If you continue to have concerns, refer them through the school's pastoral system. Inform parents.
- Make opportunities to talk to children on an individual or small group basis as part of your social contact with the children. Even if the children are not very communicative, just being available can be very supportive.
- In line with the school's policies and procedures for dealing with racial harassment and bullying, intervene where you are aware of any signs of name calling, abuse and bullying.

**Finally, ensure that you are caring for yourselves.**

## Resource sheet 12

# Emotional distress - signs and symptoms

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

### Physical:

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

### Cognitive:

- Difficulties in concentrating, forgetfulness, increased distractibility
- Loss of previously acquired skills
- Deterioration in standards of work
- Being more accident prone
- Reduced interest in usual activities and interests
- Appearing preoccupied

### Emotional/Behavioural:

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

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

## When to refer on

Where an individual is experiencing:

- persistent and intrusive thoughts, dreams or flashbacks to do with the distressing event;
- avoidance of features associated with the distressing event; and / or
- physical, cognitive, emotional/behavioural symptoms as noted above, for at least 1 month then serious consideration should be given to accessing specialist child mental health services. You will obviously want to discuss this with the family and referral can be made to Child and Adolescent Family Services by the family via their GP. Referral can also be made by the Educational Psychologist linked to the school or indeed by the school nurse or doctor.

## Resource Sheet 13

# Internal School Incident Evaluation Form

School Name:	Date of Incident:
Brief Description of Incident	
Emergency Planning contacted: Yes / No Critical Incident Response Team involved: Yes / No	Incident deemed critical: Yes / No Police involved: Yes / No
Key actions taken by school:	
Description of any external support accessed:	
<b>What worked well:</b>	
<b>What worked less well:</b>	
<b>How could things have been done better:</b>	
Comment on the school's critical incident plan:	
Comment on the NCC guidance:	
What actions will you take now:	

Person completing form:..... Date:.....

If you wish to, please send feedback to Emergency Planning  
[emergencyplanning1@northamptonshire.gov.uk](mailto:emergencyplanning1@northamptonshire.gov.uk) or [educpsychology@northamptonshire.gov.uk](mailto:educpsychology@northamptonshire.gov.uk)

[insert name of school]

Critical Incident Plan

[Insert date here]

## Suggested format for discussion debriefs

1	Introductions
2	Objectives
3	Walk through the incident using the timeline – incident notification, response, managed and stand down.
4	Review individual(s) / Organisations incident logs
5	Identify any problems / issues experienced and their causes
6	Identify what went well and what did not
7	Identify any actions to address any of the issues together with owners if appropriate
8	Closure



## Debrief Preparation

Please complete as honestly as you are willing to – your details are only for administrative purposes and will not be quoted in the final report

Name

Organisation

Contact details - phone number  
- e-mail

Name of Exercise/Incident:

Summary of what went well:

Summary of what did not go well:

What would you change if you were faced with the same situation again?

On completion please forward back to Emergency Planning  
[emergencyplanning1@northamptonshire.gov.uk](mailto:emergencyplanning1@northamptonshire.gov.uk) or [educpsychology@northamptonshire.gov.uk](mailto:educpsychology@northamptonshire.gov.uk)

[insert name of school]

Critical Incident Plan

[Insert date here]

## Resource Sheet 14 Business Continuity Strategies

### ARRANGEMENTS TO MANAGE A LOSS OR SHORTAGE OF STAFF OR SKILLS

	<i>Please add/amend/delete as appropriate</i>	<b>Further Information</b> (eg Key contacts, details of arrangements, checklists)
1.	Use of temporary staff eg 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 eg maternity leave	
3.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> <li>• Larger class sizes (subject to adult and child ratios)</li> <li>• Use of Teaching Assistants, Student Teachers, Learning Mentors etc</li> <li>• Virtual Learning Environment opportunities</li> <li>• Pre-prepared educational materials that allow for independent learning</li> <li>• Team activities and sports to accommodate larger numbers of pupils at once</li> </ul>	
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

	<i>Please add/amend/delete as appropriate</i>	<b>Further Information</b> (eg 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 eg isolating the problem and utilising different sites or areas within the School premises portfolio	
5.	Off-site activities eg swimming, physical activities, school trips	

## ARRANGEMENTS TO MANAGE LOSS OF TECHNOLOGY / TELEPHONY / DATA / POWER

	<i>Please add/amend/delete as appropriate</i>	<b>Further Information</b> (eg Key contacts, details of arrangements, checklists)
1.	Back-ups of key school data eg CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc	
2.	Reverting to paper-based systems eg paper registers, whiteboards etc	
3.	Flexible lesson plans	
4.	Emergency generator eg Uninterruptible Power Supply (UPS)	
5.	Emergency lighting	

## ARRANGEMENTS TO MITIGATE THE LOSS OF KEY SUPPLIERS, THIRD PARTIES OR PARTNERS

	<i>Please add/amend/delete as appropriate</i>	<b>Further Information</b> (eg 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 eg suspending activities, adapting to the situation and working around it	

## Resource Sheet 14

### 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 eg from a different location.

	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 Critical Incident Team may need to consider the use of Counselling Services (requested through the Emergency Planning Duty Officer)	<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 critical incident plan is no longer in effect. <span style="color: red;">[Insert how this will be done eg website/telephone etc. Consider who needs to know that normal working practises have been resumed eg Parents/Carers, Local Authority etc]</span>	<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 Critical Incident Team and in particular looking at the Business Continuity arrangements 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. Use the Incident Evaluation Form and documents (Resource Sheet 13) to support you with this.	<input type="checkbox"/>
5.	Review this Critical Incidents 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 Critical Incident Team	<input type="checkbox"/>