



**Holy Trinity
Church of England (VC)
Primary School
Halstead
www.holytrinityhalstead.com**

**KEY
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CRITICAL INCIDENT MANAGEMENT PLAN

Owner: HTPS

Signed off: Spring 2023

Signed off by: S Rowe /FGB

Date of review: Spring 2024

1. Quick Reference- Critical Incident Management – flowchart

Incident Reported		
↓ Establish the facts. Inform school leadership. Notify/request emergency services (if/when appropriate).		
Immediate Action	Short Term Action (First 24 hours)	Next Few Days and Beyond
↓	↓	↓
Assess the situation. Ensure safety of all personnel. Carry out evacuation of building/site as required.	Set up the Emergency Incident Suite.	Make any necessary recovery arrangements: repairs, replacements etc.
Verify the facts and inform all the Senior Leadership Team.	Use phone/mobile for outgoing calls. Use radios for internal communication.	Continue regular updates for staff, pupils/students, governors, parents.
Senior leader(s) to decide whether to convene the Critical Incident Management Team and allocate tasks – see Appendices.	Advise Senior Leadership Team of actions.	Initiate data/systems recovery processes
Start an 'Incident Log'.	Contact specialist contractors if required.	Start putting together a full report of the incident and actions by the establishment
Notify relevant parties (See Appendix for contact numbers).	Check safeguarding and wellbeing of staff.	Continue to monitor 'disaster recovery' actions
Contact all other staff & governors for information and support (as required), particularly if out of hours.	Critical Incident Team meets at regular intervals.	Evaluate your <i>Critical Incident Plan</i> and amend as necessary
Make arrangements to close/ open establishment or cancel activities.	Issue regular updates for: staff, pupils/students, governors, parents etc. via: Staff meetings, Assemblies, Letters home, Website	Formally thank those involved in supporting the crisis
Provide recorded message on answerphone for parents. Update information on school website/social media pages and continue update throughout response etc.	Start planning the return to normality.	Make plans to mark the event: special assembly, memorial, plaque etc.



2. Introduction

Holy Trinity C of E Primary School is committed to the safety of the children and the whole school community and want to ensure that in the event of a serious incident procedures and plans have been carefully considered prior to the event.

This document sets out our approach to managing crises and emergencies of a critical nature, by ensuring that clear plans and frameworks of responsibility are in place at organisational and local levels and that the pressure on those involved in critical incidents can be greatly reduced, with the likelihood of continuous provision of service greatly increased.

This entire Critical Incident Management (CIM) document gives specific details such as; named people in the communication chain; specific operational activities to manage staff, equipment and external services; evacuation procedures for staff, pupils and visitors; recovery of data and systems; and how to maintain some educational services.

2.1 Critical Incidents

The main objective of this document is to ensure that, in the event of a major incident or disaster prompt action will be taken where possible to:

- Protect pupils/students/apprentices and staff
- Maintain communications, including IT services
- Maintain organisational operations
- Protect primary documents and data
- Resume normal provision as soon as possible

This document sets out the expected responses at an organisational level to a variety of potential threats and provides tools to develop Critical Incident procedures as well as signposting to relevant sources of advice and guidance.

2.2 Main Focus

Disasters are difficult to prevent, therefore the three key elements to managing these incidents successfully will be through:



Critical Incident Management	will oversee the on-going risks, roles and responsibilities of individuals, implementing necessary actions and identifying the support required
Business Continuity	a focus on keeping business operational during and after a disaster
Disaster Recovery	a focus on restoring buildings, data access and IT infrastructure after a disaster

The overall critical incident management procedures cover all three areas, with the CIM element being the over-arching strategy that will support the senior leaders to; assess, act, support and monitor the incident and its impact.

2.3 Business Continuity

A 'business continuity' incident is one which interferes with the ability to deliver goods or services and therefore, the Business Continuity management element of this plan will be activated in response to an incident causing significant disruption to any aspect of our school operations, particularly in the event where key and critical activities are restricted/unavailable, for example:

- Loss of school site or premises
- Loss of key staff and skills
- Loss of critical systems, e.g., ICT failure, power outage
- Loss of computer files/records/data
- Loss of teaching material
- Loss of pupils'/students' work and/or records
- Loss of critical supplier or partner
- Loss of lettings income
- Disruption caused by transfer to temporary accommodation

A checklist is provided at [Appendix F](#) to ensure all aspects of business continuity have been considered.

2.4 Disaster Recovery

Getting the organisation back on its feet after a major incident will be a priority.

This recovery and resumption phase is to resume 'business as usual' working practices 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.



There are separate procedures enclosed for the recovery of; buildings (site), ICT and general infrastructure e.g., [Appendix G](#), details the ICT recovery process.

3. The Critical Incident Management Plan

3.1 Definition

An incident becomes a 'critical incident' when it constitutes a serious disruption arising with little or no warning; on a scale **beyond** the coping capacity of the school operating under normal conditions; and requiring the assistance of the Emergency Services and / or Essex County Council and / or District Councils and / or other agencies.

Examples of incidents impacting on schools could include:

- Death or serious injury as a result of violence, accident, self-harm and / or sudden or traumatic illness;
- Major fire;
- Building collapse;
- Riot and / or civil disorder;
- Natural and / or man-made disaster;
- Terrorism, including bomb threat or suspect package found; (see [Appendix I](#) for specific guidance on dealing with a bomb threat)
- Missing person(s) / abductions;
- Intruder or threat on premises;
- External threats (e.g. bomb threat);
- Child protection incident.

Incidents can occur:

- On the school site during school hours;
- On school transport;
- Whilst the pupils are taking part in activities away from the school site ([Appendix H](#));
- On school premises as part of after-school activities;
- Within the local community involving pupils from the school.

On most occasions, incidents that involve property damage, bereavement, loss and / or trauma will be effectively managed by a school through the implementation of a well-constructed incident management plan. This may involve the school accessing Essex County Council or other outside services as required.



A checklist for all such critical incidents can be found in [Appendix E](#).

3.2 Roles and Responsibilities

Governing Body	responsible for ensuring that appropriate policies and procedures are created and maintained.
Head Teacher & Deputy Head Teacher	considered to carry the primary responsibility for the implementation of the Governing Body's school incident policy and procedures. In the absence of the Headteacher, the Assistant Headteachers will carry the responsibility. In the case of school trips or other out-of-school activities, the adult(s) in charge should be clearly identified in advance to avoid any confusion in the event of an incident.
All Staff	expected to support senior colleagues with always keeping the site and children safe. Such measures will include.: • always wearing school issued identification badges (including when representing the school off-site) • challenging others who are not easily identifiable • not allowing unknown persons to tailgate through external doors • reporting any security concerns to the Site Manager • keeping abreast of all emergency / evacuation / health & safety / critical incident /first aid and safeguarding policies and procedures

3.3 Preparation

The school Senior Leadership Team (SLT) implements preventative measures and procedures for dealing with incidents into the day-to-day running of the school and in the school curriculum.

3.4 School Curriculum

The school's PSHE (Personal, Social, Health and Economic) education curriculum considers sensitive issues such as death, bereavement, and serious injury. This means that children will have some familiarity with them.

3.5 School Security

Child Protection and Safeguarding Policy [HTPS Child Protection & Safeguarding Policy Sept 2024](#)

Lockdown policy [Lockdown Procedures Spring](#)

3.6 Behaviour Policy

[Behaviour Policy 2024-2025](#)



3.7 Planning for Trips and Visits

Please see Educational Visits Policy.

The school has an identified Educational Visit Co-ordinator who has completed the necessary training, in addition to the Headteacher who is also trained. Training has also been given to all members of the teaching staff.

Risk assessments are completed for all trips off site, for adventurous activities and school journeys. These are recorded on the Evolve website. An Emergency Action Plan (EAP) is drawn up for every visit.

The EAP will be started in school and an 'incident' folder with this form and other documentation will be kept in the Main School Office.

3.8 Health and Safety

Holy Trinity C of E (VC) Primary School use the Local Authority approved Health and Safety policies and Code of practice. These are followed and reviewed annually through the Local Authority Health and Safety Audit System.

Holy Trinity C of E (VC) Primary School has now adopted a robust schedule of tests, inspections and audits of all mechanical, electrical, gas, water, fire-fighting provision and equipment in line with statutory guidance. In addition, all PE, playground and climbing apparatus are inspected and tested annually.

Other regular health and safety checks on the buildings and site are carried out every term and any changes/concerns reported to the Full Governing Body.

3.9 Training

Holy Trinity C of E (VC) Primary School has adopted the Essex model for probationary periods. As part of the induction process, health and safety policies and code of practice are discussed. Training needs are identified and are reviewed annually as part of the Performance Management cycle.

These procedures are reviewed on a regular basis.

Practice drills and system tests will be undertaken periodically.

3.10 Administrative Support



The school has good administrative and back-up systems, which will assist in effective management of a critical incident and ensure a fast response. Some practical measures include:

- Hard copies of pupil information are held both on and off site by the Headteacher, Site Manager and SENCO with next of kin contact details held centrally at the school, both on the network and as hard copies. Back-ups are taken and some discs are stored securely off site. Registers are completed promptly at the beginning of each morning and afternoon session. Names of pupils who are late or who leave early are recorded.
- An electronic inventory of equipment is held on the network, which is backed-up regularly. The inventory is updated regularly.
- There is an effective signing in and out procedure for all visitors and volunteers in school.
- Emergency evacuation procedures are in place for the main building, and School House.

4. The Critical Incident Management team

The Critical Incident Management Team (CIMT) will consist of; the Headteacher, Deputy Headteacher, School Business Manager, Site Manager and a representative from the Governing Body. This team should meet and review the plan annually. The plan will be shared with all school staff, and they should be aware of where it is located, as part of the school's induction procedures. Some relevant sections may also be found in the staff handbooks.

Copies of the plan should be held in a folder in the following places:

1. School Office
2. Headteacher's office
3. Finance office
4. Site Manager's office

NB: certain associated documents (e.g. Site plans, alarm drawings, evacuation procedure, lockdown procedure, emergency routes etc) may also be included and/or displayed in other staff areas, such as classrooms, staffrooms etc.

The following roles and responsibilities have been agreed:

Name	Deputy	Responsibility
Sarah Rowe	Catherine Lewis	Head Teacher / D/Head Teacher
Catherine Lewis	Donna Raven	D/Head Teacher
Donna Raven	Catherine Lewis	D/Head Teachers
Karl Handy	Cube 6	IT infrastructure
C Betchley	H Riley	Admin



D Beswick

M Wiskin

Site Manager

The CIM Team will have full responsibility for all aspects of; Incident Management, Business Continuity and Disaster Recovery.

Additionally, this plan should be exercised every year to make sure it is up-to-standard and fit for purpose in responding to critical incidents that could affect the school.

4.1 Critical Incident Management Activities

On the following pages are the tasks and actions that the school may need to take to manage a critical incident (also see the checklist in [Appendix E](#)) -

Individuals with lead responsibilities within the plan will have 24-hour contact numbers by which they can be contacted. These persons will also have 24-hour contact numbers for all other individuals named in the plan.

An Incident typically consists of three phases and separate actions will be implemented at each stage:

- Phase One – Immediate Actions
- Phase Two – Managed Response
- Phase Three – Return to Normality

4.2 Phase ONE - Immediate Actions



Actions 1 - 7 should normally be undertaken straight away however, the order in which these actions should be undertaken will be determined by the needs of the situation.

ACTION 1 - Ensure the safety of all children and adults - assess continuing risk

- Evacuate/remove children and all persons away from the danger or incident
- Contact emergency services as appropriate.
- Enter in the incident log all contacts made, actions taken and times.

Start recording what has happened in a log of events ([Appendix J](#)) with times and details of actions taken. This will be important for any subsequent inquiry, which could range from an internal school/ECC inquiry to a formal inquiry with legal implications such as a Coroner's inquiry or an insurance claim.

- If off site, establish arrangements for reuniting children, adults and staff with their families
- Determine that adults and staff involved in the incident are safe to drive, take public transport, or whether they need collecting or transportation.

Those involved may be required to give a statement to Police and/or attend court as a witness. The original record of events and actions is crucial in these circumstances.

ACTION 2 - Implement the School's Incident Management Plan

- Person(s) with lead responsibility to be released from all duties.
- Collect school's incident management plan documents and contact numbers.
- Continue to update log of events as the requirement from Action 1 one
- Establish an independent telephone line (for example: a mobile or borrowing a phone line in a nearby building).
- Inform associated schools that could be directly affected by an incident.
- Alert school managers, including Governors

NB: These tasks do not have to be undertaken solely by the lead person(s) and may well be delegated to other support staff.

ACTION 3 - Mobilise the school's Critical Incident Management Team (CIMT)



- Brief the school's CIMT.
- Clarify tasks, make plans and assign roles.
- Set up timetable of meetings to review management of incident.

ACTION 4 - Contact key people (Appendix 1, 2, 3)

The ECC Schools Communication Team are the first point of contact to request critical incident support and will contact all services required immediately after receiving notification to ensure support is arranged ([Appendix B](#)). They will also collect and log closure notifications due to weather, site issues or industrial action.

'Out of hours' incident

- Alert the County Council's Media team ([Appendix B](#)) and they will make the necessary contacts.

ACTION 5 - Obtain information about the incident ([Appendix 10](#))

- Obtain and record information about the exact nature of the incident, for example:
 - o When and where the incident occurred.
 - o Names of children and adults involved in the incident including those who witnessed it.
 - o Nature of any injuries/fatalities sustained.
 - o Hospitals where injured have been taken.
 - o Names of adults with injured children/adults.
 - o Actions undertaken by emergency services, including arrangements for caring for children/adults who do not require hospital treatment.
 - o Locations of the uninjured.
 - o Remaining hazards at the scene.
- Collect relevant pupil/staff lists and contact numbers as appropriate.
- If telephone contact, note relevant number(s).
- Control the escape of inappropriate/inaccurate information via mobile/public phones from within the group.

Education trip/visit – if the incident occurs during an off-site activity, then additional considerations maybe required (see [Appendix 8](#))

If the critical incident is due to a bomb threat or suspect package being found, then also refer to guidelines in [Appendix I](#).



ACTION 6 - Contact families of pupils, adults and staff involved in the incident

- Designate key member(s) of staff to make contacts.
- Ensure that persons making contacts are fully briefed.
 - (It may be appropriate to rehearse and/or have written guidance as to what is to be said).
- Use the record of contacts to avoid confusion and distress through duplication of contacts and to ensure that no-one is missed out.
- Establish and offer useful telephone numbers, either for support or for more information, such as emergency disaster number or hospital.
- Check that families/parents are not left alone in distress; suggest that they make contact with other relative/neighbours.
- Where appropriate, share the contact number of other families involved in incident where they have given permission for this.
- Where appropriate, give advice to parents and families (in line with the County Council's media advice) on responding to contacts from the media.
- Where appropriate, give information about arrangements for uniting or putting in contact children, adults and staff with their parents/families.
- Where a parent or family cannot be contacted, consider asking the Police or another professional to visit the home.

Guidance should be taken from the Police if the incident involves injury or death or if the incident is very serious, but the full facts are not yet known.

It may be necessary, particularly in a small school, to enlist the help of the Juniper Human Resources (Schools) team; governors; local religious/community leaders; GPs; police and so on, if there is a large number of parents to be contacted and supported. Some families/parents may need to be brought to school to receive information about what has happened.

ACTION 7 - Brief staff, governors, pupils, parents, and other members of the school community

- Contact and brief chair of governors; request that he/she inform all other governors.
- Hold briefing meetings for all teaching and non-teaching staff; consider setting up a schedule to keep staff informed and updated (such as break times, beginning/end of day).
- Issue a prepared statement for all parents.
 - If a press statement is required, take advice from the County Council's Media Team ([Appendix B](#)).



- o A prepared statement should give the known facts of the situation, initial actions that the school is taking and appropriate expressions of sympathy and concern.

- Inform all pupils in the most appropriate way.
- Ensure that staff tasked with telling children are able to undertake this task. Make special arrangements to protect and support staff, adults and children who were close in any way to those affected.
- Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.

4.3 Phase TWO – Managed response

ACTION 8 - Plan management of the incident (with other agencies as appropriate e.g., ECC)

- The school's SLT and other professionals e.g., the ECC critical incident team, to meet.
- Review plans, clarify tasks, assign roles, and make further plans accordingly.
- Ensure that school and other agencies' actions are properly co-ordinated.
- Establish timetable of meetings to review the management of the incident.
- Clarify criteria for withdrawal of outside agencies at appropriate stage.
- Access further advice from the Emergency services if required.

ACTION 9 - Set up arrangements to deal with enquiries

- At the earliest opportunity, and certainly before speaking to any representative of the media, contact the ECC Communication Team.
- Ensure that all media contacts are either directed to, or are dealt with in line with advice from, the County Council's Media Team.
- To the media or other callers until the statutory authorities (such as the police) have confirmed the identity and the parents and families have been informed and have given permission.
- Consider providing those answering the phone with a written statement as to what it is appropriate for them to say (see notes on Actions 6 & 7).
- Make staff wary about talking to the media.
- Organise additional staff to deal with phone enquiries and people coming to the school as necessary.
- Designate separate areas for parents, media, staff, and agencies managing the incident and others; avoid too many people in any one space.
- Ensure that an entry is made in the incident log of all important contacts.



ACTION 10 - Make arrangements to support children and adults

- Identify those children, adults and staff who are most likely to be in need of support.
- Arrange for school staff/support agencies to provide support. It is good practice to inform and/or seek consent from parents/carers where their child is to be involved with an outside agency.
- Ensure that pupils, adults, staff and parents/carers are aware of the support arrangements that the school is making and how these are accessed.
- Consider setting aside and staffing an appropriate area for children who are becoming too distressed to continue with their lessons.
- In addition to the individuals directly affected, children and adults who are most likely to suffer distress as a consequence of an incident are those who:
 - are uninjured, but were at greatest risk;
 - directly witnessed death/injury/violence as part of the incident;
 - are siblings;
 - have any possible perceived culpability for what has happened however indirect or incorrect; (for example, those who may blame themselves and/or those who may be blamed by others)
 - are experiencing instability at home;
 - have learning difficulties;
 - have pre-existing emotional and behavioural/mental health difficulties;
 - are vulnerable due to cultural and/or language difficulties or
 - have previously suffered bereavement or loss.
- Maintain normal school routines wherever possible.
- If the school must close, ensure all staff and parents are briefed on the arrangements for the collection of children.
- Supervise children being collected and make arrangements for those who are not able to be collected.
- Ensure that staff and parents are clear as to the arrangements for re-opening the school.
- Consider holding staff meeting with support agencies to discuss appropriate management strategies for distressed children.
- Plan how to manage distress that may be caused by ongoing police/legal proceedings and media attention.

ACTION 11 - Make arrangements for personal effects, registers and areas of the school affected



- In discussion with parents / families, decide on what to do with the personal effects of the individuals who are critically ill or have died.
- Consider discussing with relevant class members what would be appropriate for work (including work as part of any displays), such as desks, books or lockers belonging to individuals who have died or are critically ill.
- Make arrangements to adjust class registers, rotas and any other pupil listings accordingly.
- Make appropriate arrangements for the part of a school where the incident occurred.

4.4 Phase THREE – Return to Normality

ACTION 12 - Make arrangements for expressions of sympathy and / or acknowledgement of what has happened

- Make arrangements to express support / sympathy to families, children and adults who have been hurt or bereaved.
- Make arrangements for someone from school to visit the injured in hospital or the bereaved at home.
- Make plans for attendance at funerals. Find out if school representatives are welcome. Ensure that school representatives feel able to cope with these tasks.
- Make arrangements to support the plans that the family may have for a memorial.
- Consider organising a special assembly/service to acknowledge collectively what has happened and how the school is coming to terms with this. Consider involving local religious leaders. Consult with families of individuals affected.
- Consider setting up an area in the school where writing, work or other mementos can be dedicated to individuals affected.

ACTION 13 - Make arrangements to support children and adults

- Home visit by an appropriate member of staff to discuss arrangements for return (such as visits or part-time attendance). (For reasons of safety and support, it is recommended that staff making home visits to do in pairs).
- Planned support for emotional needs (such as how to cope with the comments and questions of other pupils or permission to remove themselves from lessons to go to an agreed place if they are becoming distressed).
- Support for possible physical needs (such as mobility difficulties, or disfigurements).
- Rota of home visits from school friends.
- Where appropriate, organise work to be sent home prior to return.
- Brief staff and children on how best to support individuals returning to school.



- Arrangements to differentiate work; manage missed coursework; special arrangements for exams; also adjust workloads for members of staff returning to school and so on.

ACTION 14 - Plan memorials and commemorations

- Consider an appropriate memorial, taking into account the wishes of those who were involved or bereaved (such as a special garden; tree; furniture; painting; sculpture; photograph; memorial prize).
- Appeals and donations are a complex area and advice should be sought from the British Red Cross.
- Discuss how to mark anniversaries, for example: commemorative service/assembly; concert; display.

5. Business Continuity Activities

‘Business Continuity’ is the process involved in ensuring that a business or organisation can continue with its critical functions during and after a disaster, emergency, or a critical incident. In the case of schools, one of these functions is to continue pupils’ education.

Statistically the emergency most likely to be experienced by a school is one that affects the school building, such as a fire or flood. Having an inventory of the contents of the school is invaluable in calculating losses for insurance claims.

Building / Premises / Site	Are parts of the current site still accessible and can they be used? Alternative venues and/or ways of working should be identified and a plan available i.e., home-learning, and shared with staff/parents
Equipment	This doesn’t need to include every single item in the school, as numbers of desks and chairs are easy to calculate, but IT, electrical equipment, and any other specialist, large, one-off or expensive items.
IT Data & Systems	all-important data stored on school computers should be backed up either remotely or using tapes which should be stored off site. The table allows the recording of essential data sets and IT systems and where they are backed up.
Paper Based Records	schools will have at least some essential paper-based records, which could be easily damaged or destroyed in a fire or flood. These should be listed in the table along with the locations of back-up copies, which should be stored off site - this should include your emergency plan. It is also worth encouraging staff to think about where they keep lesson plans and pupils’ coursework, as loss of these could have a large psychological impact on staff and pupils.



In turn, 'Business Continuity' provides a framework for taking the school through the process of establishing temporary arrangements to ensure that normal school activities are recommenced as soon as possible, which will include:

- Finding safe, secure teaching environments
- Minimising the inconvenience to students, staff, and parents.
- Enabling finance and administrative procedures to be resumed with minimal delay.
- Undertaking the planning and management of the actions required to establish the mid to long-term return to operational normality, e.g., new buildings.

During an incident, it is unlikely that all resources are still available; it is therefore likely that some 'non-critical' activities may need to be suspended at this time.

A list of potential strategies can be found in *Appendix F*.

6. Disaster Recovery Activities

Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g., from a different location and managed with a greater emphasis on 'disaster recovery'.

The process of starting the recovery will be led by the **Disaster Recovery Manager** (Headteacher).

The DRM will have full responsibility for ensuring that all the necessary actions are taken, including:

- Arrange, as soon as possible, temporary facilities to enable activities / operations to continue
- Coordinate mid to long term plans to re-establish operations, procedures and premises to at least the standard prior to the disaster occurring.

There is an overriding principle that family will take priority over the school.

In the event of a disaster, the Disaster Recovery Manager will be responsible for assessing the scale of the disaster and deciding whether to implement the full recovery procedures and set up a bespoke Disaster Recovery Team.



If the DRM decides not to implement the full recovery procedures, they may utilise just some members of the Recovery team whose responsibilities are most suited to the recovery.

Those staff identified by the DRM to support the process may be given specific responsibilities, including:

- Liaise with the emergency services.
- Contact insurance section
- Ensure security / remote access of IT data
- Contact staff and parents.
- Help decide on next steps, e.g. close the school. Liaise with the media including making use of a prepared statement for the press.
- Ensure that staff and pupils are protected from media attention and take advice from the LA.
- Contact service providers and suppliers.
- Meet with support services.
- Meet with specific parents where necessary.
- Keep staff and pupils informed of developments.
- Identify any pupils or staff needing specific support.
- Visit site of disaster if off site.
- Arrange memorial services where appropriate.
- Distribute incident log sheets and parent contact sheets.

6.1 Premises and Equipment Resources

Early measures of the recovery process should include damage mitigation, equipment salvage, protection, and isolation of the damaged area for safety purposes. Temporary telephone facilities and power are a priority as is a location for the Disaster Recovery Team to meet. These are likely to have been put in place as part of Business Continuity.

This next phase will entail planning and sourcing temporary buildings and equipment, as necessary. Pre-identification of suppliers will help. Access, location and services for temporary structures should be considered.



6.2 Systems Recovery

Replacement hardware (the minimum required operationally) should be sourced and back-up software / data reinstated at the earliest opportunity. The DRM and team will probably need access to the information. Pre-planning (and periodic testing) for back-up / recovery of systems is essential. An arrangement for off-site storage of critical software and data back-up should be maintained.

6.3 Insurance Claim / Recovery Financing

The nominated loss adjuster should be contacted via the schools insurers. The adjuster should liaise with the Disaster Recovery Team at the earliest opportunity and should be acquainted with measures being taken. The adjuster should be viewed as a source of help and guidance and not as an administrative burden. Sources of funding to finance continuing School functions and the disaster recovery are essential early day issues to cover. Essential paper records and documents should be copied and kept off site.

6.4 Curriculum Issues (course material, examinations etc.)

A plan should be prepared to establish the needs and problems in this area. Early measures here are mainly on the identification side, so that a more detailed strategy can be prepared for the next phase of the recovery.

6.5 Subsequent Phase

It is difficult to pre-plan too much for the follow-up stages of the disaster recovery, as this will be largely dictated by the individual circumstances. However, there will be continual monitoring and reviewing of progress and the formulation of a longer-term strategy. Planning here will not be rigid, and should be adapted in the event of changing circumstances.



Appendix A - Emergency Contact Details

Please insert relevant information for schools. If your school has multiple campuses, please insert the details of all relevant campuses.

Post	Name	Contact
Head	S Rowe	07929731103
Assistant Head	C Lewis	07976016628 01787 474607
	D Raven	07825336062 01787 273553
School Business Manager	C Betchley	07507284426
Site Manager	D Beswick	07544 113022 01787 829741 dbeswick@holytrinityhalstead.com
Chair of Governors	M Londesborough	07763767926
HR Officer	H Riley	07792491172
Pupil Data Administrator	H Riley	
Security (keyholders)	D Beswick	07544 113022 01787 829741 dbeswick@holytrinityhalstead.com
Deputy Security (keyholder)	M Wiskin	07930990013
Church Link	Reverend Katie de Bourcier	01787478471



Appendix B - External Contacts

During school holidays, it is useful to be aware of when key staff are away, so that it is possible to gain access to the building if required in an emergency. Some general external contacts are included, but **please insert relevant information to your school and certain incidents.**

Organisation	Contact
Director for Education (Essex County Council)	Ms Clare Kershaw E-mail: clare.kershaw@essex.gov.uk
Essex County Council Support Schools Support	Schools Communication Team (Office hours 9 am 4 pm) E-mail: SchoolsCommunication@essex.gov.uk
Local Education Health and Safety Team	Tel: 0333 013 9818 (office hours 9-4) Email: HS@essex.gov.uk
Public Relations Division (Media)	Tel: 0333 0132 800 (office hours 9-4) E-mail: Press.desk@essex.gov.uk Out of hours (for media support only): 07717 867525
Risk and Insurance Section	0333 013 9819 (office hours 9-4) E-mail: Insurance@essex.gov.uk
Innovate Healthcare (Occupational Health)	https://innovatehealthcare.co.uk/
The Foreign Office (links with British Consulates etc)	‘British Embassy, High Commission or Consulate’ to mean all British missions overseas. There is a directory of British Embassies, High Commissions or Consulates at https://www.gov.uk/government/world/organisations



Appendix C – Incident Support Contacts

Please insert relevant information for your school. This section includes contact details for all other external organisations who may need to be contacted in an emergency (for example: fire alarms contact, electricity contact, gas contact, water supply contact etc.)

Organisation	Contact No.
National Grid (Gas)	0800 111 999
CUBE 6	01206 804 734. info@cube6it
OBS Property Services (Fire Alarm)	0844 8588123 info@obspropertyservices.co.uk
Bradling Security (CCTV / Intruder Alarms / Gates)	info@bradlingsecurity.co.uk 0800 988 8677
Chartwells Catering	0800 917 6818
National Grid (Electricity)	0800 40 40 90
Anglian Water	0800 77 18 81
MITIE	info@mitie.com 0330 678 0710
HSE Incident Contact Center	0345 300 9923



Appendix D - Key School Information

Main School Site	Holy Trinity C of E (VC) Primary School
Telephone Number	01787 472096
E-mail	admin@holytrinityhalstead.com
Contact Name	S Rowe (Head Teacher)
Status of School	Primary School
Student Numbers	213
Mixed or single sex	Mixed
Staff Numbers	45
Site Details	Emergency vehicle post code CO9 1FG for google maps
Key Building Facilities	School Offices and the Server Room. School Kitchen.
Anticipated requirement for Staff Offices in the event of an incident affecting the School.	Building with heat, light, telephone communications, desks, staff room facilities, toilets, meeting room and 4G internet services. Parking facilities for key staff and designated as a rendezvous point outside of the cordon area for key partners to liaise. Possibility Acorn Center might be an appropriate venue.
Schools and other organisations within a reasonable distance, which could provide facilities on a temporary basis.	Local primary schools and other educational hubs within the town boundary.
The maximum period of disruption for which alternative facilities would be needed.	The school feels that the maximum period for which disruption could be accepted before the operations and facilities provided to students were reorganised (to a minimum scale) would be as short as possible.
Possible building or planning control consent difficulties that may arise with any building repairs or replacement.	Not tested - ECC would lead. The school enjoys a good working relationship with the local authority and would envisage that no difficulties would arise with regard to planning consent should substantially repairs or rebuilding be required. The Planning Department of the Local Authority will wish to see a programme of rebuilding as soon as it is available, and this will normally be arranged through the school's property advisers.
Buildings representing the largest potential disruption.	School Offices and the Server Room. School Kitchen. The loss of the information will also create significant disruption to the academic operations activities of the school.



Extent to which there is spare capacity around the School in terms of teaching space.	The School Buildings have some spare capacity, and it would be possible to restructure the school timetables if only one part of the School was affected following a disaster. Temporary classrooms could be installed quickly on the school site if required and this should be covered by our insurance depending on the nature of the disaster.
Remote Learning	The coronavirus pandemic prompted all schools to significantly bolster their online learning offer and we now have a robust framework for delivering remote learning via Google classroom. This will only work if we have an intact IT Server Room.

Appendix E – Incident Management Process

Checklist of all actions resulting from a Critical Incident:

Immediate
1. Ensure the immediate safety of all children and adults - assess continuing risk
2. Implement the School's Incident Management Plan
3. Obtain/log information about the incident (Appendix 10)
4. Contact key people (Appendix 1, 2, 3)
Incident Plan is Actioned
5. Mobilise the school's critical incident management team (CIMT)
6. Contact families of pupils, adults and staff involved in the incident
7. Brief staff, governors, pupils, parents, religious leaders and other members of the school community
8. Plan the management of the incident
9. Set up arrangements to deal with enquiries
After the Critical Incident
10. Make arrangements to support children and adults
11. Make arrangements for personal effects, registers and areas of the school affected
12. Make arrangements for expressions of sympathy and / or



acknowledgement of what has happened

13. Plan for the return to school of those involved in the incident

14. Plan memorials and commemorations

Business Continuity (Appendix F)

15. Identify all resources required and accessibility e.g., staff, premises, ICT/data systems, communications

16. Identify all business-critical functions, services, suppliers, stakeholders

17. Touch base with all business-critical contacts

18. Implement alternative provision, where necessary

19. Review recovery timeframe

20. Debrief all staff on actions and recovery plans

Disaster Recovery (Appendix G)

21. Engage external support if required (e.g. ICT support)

22. Initiate data/systems recovery processes

23. Access off-site data retrieval, if required

24. Implement back-up routines

25. Review and monitor all recovery actions



Appendix F - Business Continuity Strategies

Arrangements to manage a loss or shortage of Staff or skills

- Use of temporary staff e.g., Supply Teachers, Office Staff etc
- Multi-skilling and cross-training to ensure staff can undertake 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
- Using different ways of working to allow for reduced workforce, this may include:
 - Larger class sizes (subject to adult to 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
- Suspending 'noncritical' activities and focusing on your priorities
- Using mutual support agreements with other Schools
- 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

- Localising the incident e.g., isolating the problem and utilising different sites or areas within the school premises portfolio
- Using mutual support agreements with other Schools
- Pre-agreed arrangements with other premises in the community i.e., Libraries, Leisure Centres, Colleges, University premises
- Virtual Learning Environment opportunities
- Off-site activities e.g., swimming, physical activities, school trips



Arrangements to mitigate the loss of key suppliers, third parties or partners

- Pre-identified alternative suppliers
- Ensuring all external providers have business continuity plans in place as part of contract terms
- Insurance cover
- Using mutual support agreements with other Schools
- Using alternative ways of working to mitigate the loss e.g., suspending activities, adapting to the situation, and working around it

Appendix G - School IT Recovery Plan

Back-up Strategy

Key business processes and the agreed back-up strategy for each are listed below.

Key Business Process	Back-Up Strategy
IT Operations	Local Admin server backed up daily. Local Curriculum server backed up weekly. Cloud storage continually backed up via Google Workspace.
Hardware	Local school agreement to loan hardware to ensure essential processes can be carried out
Software	Links with other Academies would enable essential processes to be carried out
E-mail	Internet based
Web Site	Internet based

Data Storage Details

Details of critical information storage and back-up

- Local Servers (admin & curriculum) are backed up daily at school to a NAS device in the finance office. They are backed up to the cloud (via Google Workspace) on a daily (admin) & weekly (curriculum). The



curriculum network is backed up on a less regular basis as it has very low usage.

- In the event of a fire which destroyed the server room all data would be backed up to the NAS in the finance office. If the finance office was also destroyed all data is backed up in the cloud. Such damage would inevitably mean that other infrastructure such as cabling etc. would also be unavailable. To be back up and running in some form we would need an internet connection (most resources such as email, data etc. are now in the cloud via Google Workspace) via a 4G router. The 3CX phone system would need a rebuilt server, as would the admin system as many of the systems they use are not in the cloud. Cube6 has images of these devices and could recreate a usable system within 24 hours of obtaining suitable replacement devices. We have a school mobile account to deal with the immediate loss of the phone system - calls to the school number can be redirected by Cube6.

Appendix H - Checklist for Group Leaders on Educational Visit

To be followed by the group leader if an incident occurs on an educational visit.

- Ascertain details of incident
- Alert relevant emergency services (Police, Fire, Ambulance, Coastguard) via 999 system
- Call for assistance if available (staff, passers-by)
- Administer first aid where possible
- Account for all members of the party and ensure that all persons uninjured stay together
- Inform Headteacher/member of senior management team (at school) as soon as possible. Give as much of the following information as possible:
 - o date, time, location and nature of incident
 - o names of those involved
 - o details of any injuries.
 - o actions taken.
 - o contact point to be used
- Allocate staff member(s) to travel to hospital(s) with casualties
- Ascertain if there are any witnesses



- Allocate staff member(s) to stay at incident site to liaise with the emergency services
- Arrange for all non-casualties to return to base (accompanied by a member of staff) and that all members of the group are informed of the incident as soon as possible
- Consider requesting additional assistance.
- Keep Headteacher/member of senior management team regularly updated.
- Consider whether activity should be abandoned. If so, arrange for non-casualties to return to school. Liaise with Headteacher/senior management team over transport arrangements.
- Do not discuss legal liability

Appendix I – Bomb Threat & Suspicious Items/Packages

Bomb Threat

No matter how implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999 immediately.

What to do if you receive a Bomb Threat on the telephone

- Stay calm and listen carefully
- Try to attract the attention of a colleague who should immediately dial 999
- Hold the caller on the line for as long as possible. Get as much information as you can and provide this to Security as this will assist the Incident Control Team in providing information to the police.
For example -
 - o When is the bomb set to go off?
 - o Where has it been planted?
 - o What does it look like?
 - o What kind of bomb is it?
 - o What will cause it to explode?
 - o Was the caller a man or a woman?
 - o Was a code word given?
 - o What was the exact wording of the threat?



- o Did the message sound as though it was being read from a prepared text or was it a taped message?
- o Did the caller sound intoxicated?
- o Was there any indication of the callers' mental state - did he/she sound excited, disturbed, incoherent etc.?
- o Was there any accent, was he/she well-spoken etc?
- o Was there any indication of the type of telephone being used – for example a public call box?
- o Was there any significant background noise - e.g., house noises, street noises, music?
- o If displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended

What to do if you receive a Bomb Threat electronically (email, social media etc)

- Alert the police immediately
 - o The police may be able to identify where the threat has come from
- Do not forward or reply to the message unless advised to do so by the police
- Do not delete the message
- Take a screenshot of the message, if possible
- Note any contact details in case the message is deleted (sender's email address or username/user ID for social media applications)
- Preserve all web log files for your organization to help the police investigation

Suspicious Items/Packages

It is important that you do not move a suspicious item, package or envelope. Do not cover or encase it in any way. Be alert to secondary devices, there may be more than one.

If you think it's suspicious DIAL 999 – Ask for the Police.



Indicators of a Suspicious Item

- Is the item typical of what you would expect to find in this location?
- Does it have wires, circuit boards, batteries, tape, liquids or putty-like substances visible?
- Do you think the item poses an immediate threat to life?
- Has the item been deliberately concealed or is it obviously hidden from view?

What to do if you see a Suspicious Item

- Do not touch it
- Try and identify an owner in the immediate area
- Check whether the item has suspicious characteristics

If you still think it's suspicious (or in any doubt)

- Clear the immediate area and adjacent areas (look for possible secondary devices)
- Dial 999 - follow police advice and provide as much information about the item as possible (see indicators above)
- Prevent others from entering these areas
- If safe to do so check CCTV



Indicators of a Suspicious Package or Envelope

General indicators that a delivered item may be of concern include:

- unexpected item, especially if hand delivered
- labelling or excessive sealing that encourages opening at a particular end or in a particular way
- oddly shaped or lopsided
- unexpected or unusual origin (postmark and/or return address)
- poorly or inaccurately addressed address printed unevenly or unusually
- unfamiliar writing or unusual style
- more stamps than needed for size or weight of package
- greasy or oily stains emanating from the package
- odours, liquid or powder emanating from the package

What to do if you identify a Suspicious Package or Mail Item

- Do not touch
- If holding it, place it down carefully making sure it remains sealed
- Clear the immediate area and adjacent areas
- Dial 999 - follow police advice and provide as much information about the package as possible (see indicators above)
- Prevent others from entering the area and adjacent areas



Appendix J - Incident Detail Log Sheet

Incident:	
Location of incident:	



Holy Trinity
Church of England (VC)
Primary School
Halstead
www.holytrinityhalstead.com

