St. Sebastian's C of E Primary School

Lockdown Policy

with

Critical Incident Policy with Business Continuity Plan

Approved by:	**Full Governing Board**	**Date:**	**December 2024**
Updated:	**May 2025**		
Previous reviews:	**November 2021 & November 2024**		
Next review due by:	**October 2027**		

Lockdown Procedures

All policies are underpinned by our child protection procedures as laid down by the child protection policy.

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident/ civil disturbance in the local community (with the potential to pose a risk to staff, pupils and visitors in the school).
- An intruder on the school site (with the potential to pose a risk to staff, pupils and visitors).
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud etc).
- A major fire in the vicinity of the school.
- The close proximity of a dangerous dog/animal roaming loose.

The schools' lockdown plan is as follows but staff will always take a sensible, common-sense approach to ensure safety of all is maximised:

Signals	
Signal for lockdown	Phone call or in-person communications to all classrooms to instruct beginning of lockdown/ one blow of whistle with verbal instruction (outside).
Signal for all-clear	Verbal confirmation – telephone or in person

Lockdown	
Rooms most suitable for lockdown	All classes to remain in own classroom.
Entrance points (e.g. doors, windows) should be secured	External doors Fire doors Internal doors All windows
Communication arrangements	Classroom telephones
Notes	If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Process	Initial Response- Lockdown	tick/sign/time
1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety. All teachers except at breaks and lunch are responsible for their own class. **Break, Lunch and Collective Worship:** All children will sensibly make their way back to their class. Those outside, will make their way back into the building via the side door and those in the hall will evacuate the hall and go back to their classrooms. Support staff are responsible to escort children back to class safely and class teacher need to make their way back to class. **Children away from class e.g at toilet/in intervention:** If children are not in their class during normal learning time, they are to walk sensibly to the nearest classroom and the class teacher must contact their class teacher to inform that they are safe.	
2	Lock / secure entrance points (e.g. doors & windows) to prevent the intruder entering the building. All adults.	
3	Dial 999. Dial once for each emergency service that you require. All staff who have access to a telephone to do so.	
4	Ensure people take action to increase protection from attack: • Block access points (e.g. move furniture to obstruct doorways) • Sit on the floor, under tables or against a wall. • Keep out of site. • Draw curtains/blinds • Turn off lights • Stay away from windows and doors All adults are responsible for and stay with their own class.	
5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access. All adults aware. See Fire Evacuation Plan.	
6	If possible, check for missing / injured pupils, staff and visitors. All adults.	
7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

- Staff will be alerted to the activation of the plan via either one blow of whistle or phone call to classrooms.
- Pupils who are outside of the school buildings are brought inside as quickly as possible, unless this endangers them or others. If children remain outside, they will be moved to the nearest place of safety on or off site.
- Those inside the school should remain in their classrooms. It may be deemed safest to move all children to the upstairs classrooms.
- All external doors and, as necessary, windows are locked (depending on the circumstances, internal classroom doors may also need to be blocked)
- Once in lockdown mode, staff should notify the office immediately of any pupils not accounted for via telephone and instigate an immediate search for anyone missing if safe to do so.
- Staff should encourage the pupils to keep calm.
- As appropriate, communication with the Emergency Services (999) will be established and Lincolnshire County Council (01522 552222) notified.
- Parents/carers will be notified as soon as it is practicable to do so via ParentMail.
- Pupils will not be released to parents/carers during a lockdown.
- If it is necessary to evacuate the building, the fire alarm will be sounded and everyone should leave the building via the nearest exit and assemble on the playground as per fire evacuation procedure.

It is of vital importance that the school's lockdown procedures are familiar to all members of the school staff. To achieve this, the lockdown procedures will be reviewed and discussed in 'Whole School' staff meetings, twice a year.

Communication between Parents/Carers and the School

In the event of an actual lockdown, any incident or development will be communicated to parents/carers as soon as is practicable. Parents/carers will be given enough information about what will happen so that they:

- Are reassured that the school understand their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety
- Do not need to contact the school. Calling the school could tie up telephone lines that are needed for contacting emergency providers
- Do not come to the school. They could interfere with emergency provider's access to the school and may even put themselves and others in danger
- Wait for the school to contact them about when it is safe for you to come and collect their children, and where this will be from.

Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the lockdown. Emergency Services will support the decision of the Executive Headteacher/Head of School with regarding the timing of communication to parents/carers.
In the event of a critical incident, the critical incident plan will be followed. (See page 5)

Critical Incident Policy with Business Continuity Plan

The handling of a crisis is a normal part of school life, but some incidents are of a critical, more overwhelming nature, and sadly in recent years, incidents previously deemed unthinkable have occurred in schools in the UK.

This policy is our school's contingency plan designed to provide a framework for handling a critical incident. The formulation of this policy is intended to clearly define the roles, responsibilities and procedures to follow, for school staff dealing with such an incident. Each critical incident is unique, and it is not possible to plan for every eventuality, but similarly each critical incident can be shocking and disorientating so a prepared procedure is essential to ensure that the school's reaction is effective and efficient.

The details contained within this document will form the basis of the school's approach to such a crisis.

Co-ordinated support will be available to the school from the LA, and it will be practical to contact the LA immediately.

If the incident involves the police, they will take control of certain management issues.

A **Critical Incident Management Team** will comprise the following staff: -

- Executive Headteacher
- Head of School and/or Senior Teachers
- Chair of Governors
- Caretaker

Potential incidents which could affect the School are considered to be: -

I. Fire/flood
II. Health risk – outbreak of contagious illness/disease like meningitis
III. Major arson attack
IV. Fatal road traffic accident
V. Serious injury on out of school visit
VI. Computer failure – e.g. risk of virus/hacker/parasite invasion from internet with additional implications for data protection
VII. Death of a pupil or member of staff
VIII. Natural disaster within the community
IX. Consequences of terrorist or criminal activity (including bomb threat)

Appendix 1 contains an emergency contacts list – this will be reviewed annually and updated where necessary.

The school's reaction to a critical incident can be divided into the following categories:

a. Immediate action
b. Short term action
c. Medium term action
d. Longer term action

Immediate Action – i.e. within hours of the incident occurring

1. Obtain and collate information relating to the incident – uncertainty breeds rumour and accurate information is essential;
2. Gather and brief the CIMT (Critical Incident Management Team) – brief the team, allocate roles and responsibilities;
3. Trigger support from the LEA and other contacts on emergency list – establish clearly who is going to contact whom;

4. Set up an incident management room and dedicated phone line – to deal with calls from anxious parents/carers etc. CIMT should agree a factual statement and avoid speculation;
5. Contact families affected – must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility;
6. Make arrangements to inform other parents/carers – may need to take advice from LA, especially if there is the possibility of legal liability. CIMT may wish to send a letter to parents/carers, or prepare a leaflet.
7. Inform teaching and other school staff – staff need to be cautioned about talking to the media or responding to questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils.
8. Inform pupils – can be done in small or large groups, depending on which is most appropriate. Care needs to be exercised to protect both children and adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand.
9. Encourage people involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults.
10. Deal with the media – most important to seek advice from County Offices before agreeing to speak to or be interviewed by the media. If this is not an option then an agreed text for release should be prepared by the CIMT and a designated spokesperson briefed and prepared to respond on the school's behalf.
11. Devise a plan for handling the reactions and feelings of people affected – the most common reactions will include denial, distress, guilt, anger and helplessness. CIMT need to consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support also need support. At this point the CIMT will need to plan their short term reaction to the incident.

SHORT TERM ACTION – the next stage

1. Reunion of children with their families – especially where the incident occurs outside the school. Mostly children will need to be brought home, but sometimes parents/carers and families need to visit the scene of the incident to understand how the deal with repercussions in terms of children's fears etc.
2. Managing staff – support needs organising for all staff, preferably from within the school, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the CIMT. If a crisis persists over many hours staff become tired, weary and upset and this affects their powers to make sensible decisions.
3. Encourage pupils to talk – activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour etc. This may have implications for the wider curriculum i.e. training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc…
4. Debriefing meeting – it may be appropriate to hold a debriefing meeting for staff, children and parents/carers to:
    I. clarify what has happened
    II. allow for sharing reactions
    III. reassure people that reactions are normal
    IV. mobilise resources e.g. parental support groups

An experienced person, possibly someone from outside the school community, should lead this meeting.

5. Formal and informal recognition of rituals – it is important to remember to express sympathy to families of the hurt or bereaved. Visits to children/staff in hospital. Pupils may wish to send cards and letters. The school may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required.
6. Re-establishing routines – every attempt should be made to provide continuity for the children. The return to school of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the re-establishment of routine is an important stage in emotional recovery.

MEDIUM TERM ACTION

1. Return to school for staff or children after long absence – reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc.
2. Consulting professionals – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.
3. Keeping parents/carers informed – it may be appropriate to produce a leaflet for parents/carers giving guidance on the possible delayed reactions of children to an incident and making suggestions to help them deal with these.
4. Support for staff – ongoing monitoring and support for staff is a major consideration. CIMT especially will not be immune to reaction from their ordeal.

LONG TERM ACTION

Monitoring the vulnerable – the effects of a crisis can reverberate for years, and it is especially important that new staff and children are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times.

Marking anniversaries – these difficult times need to be treated with sensitivity. Some suggestions for schools to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens etc …

Legal processes – the length of time taken over some legal processes can prolong the recovery process following a critical incident. CIMT may need to plan for this especially where staff may be involved attending legal processes, and facing extended emotional trauma.

Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

CONCLUSION

The prime objective, shared between the school and LA, is to serve the best interests of pupils and staff in coping with an incident, collectively and individually. Schools that have made contingency plans for responding to a critical incident are likely to cope better and recover more fully.

This policy has been complied to provide guidance, in the hope that it will never be necessary to refer to it in the context in which it has been written. It is impossible to plan for every eventuality and by their nature; critical incidents will disorientate and overwhelm those involved. A format for a whole school response to such an incident will provide focus for those with whom the responsibility will rest.

Reviewed: November 2024
FGB Approval: November 2024
Updated: May 2025
Review Due: October 2027

Appendix 1

EMERGENCY CONTACT LIST

CONTACT	NAME	TELEPHONE
School Staff Contact		
School Office	Nicola Walton	01476 565896
Executive Headteacher	Elaine Bedford	01476 565896
Head of School	Nicola Woolerton	01476 565896
Chair of Governors	Gordon Cannon	01476 565896
Caretaker	James Graham	07715 604625
Local Authority Contacts		
Police	Control room Grantham Police PCSO Grantham Barbara Money	999 (non emergency 101) 01476 402222 01400 281852 07944 776815
East Midlands Ambulance Service (EMAS)	Control room	999
Lincolnshire Fire & Rescue	Control room	999
Director of Children's Services	Debbie Barnes	01522 553200
Emergency Liaison Officer	Emergency Planning Unit Office hours Outside of office hours	 01522 582220 01522 582238
Joint Emergency Management Service	David Powell (Head of Emergency Planning; JEMS)	01522 582224 (01522 582220)
Mouchel Premises advisory helpdesk		01522 836222
Strategic Communications	John Giblin	01522 552305 07787 151611
School Doctor		
School Nurse		
Child Missing in Education		01522 553241
Emergency Department at the Local Hospital		01522 573400
Education Welfare Service Manager	Shelley Kingston	01778 382573
Children's Team Customer Services (will redirect to Social Services/Counselling Services as appropriate)		01522 782111
Local Authority Designated Officer (LADO)		01522 554674
Child Protection Officer		01522 554668
Social Services Out of Hours Emergency Duty Team		01522 782333
The Samaritans		0845 790 9090
Transport Services Group		01522 782020
Schools liaison officer		01522 553297
Employee Support Counsellor		01522 836198
Children's Centre, Belton Lane		01476 584640

APPENDIX 2
PROFORMA FOR DEALING WITH BOMB THREAT PHONE CALLS

Report of telephoned bomb warning or other threat. Keep this form in an obvious place near to your 'phone

If you believe you are receiving a call warning of a bomb, your main job is to **keep the caller talking as long as possible and to gather as much information as possible.** There are some questions included to help you keep the conversation going and you could try asking them to repeat words/phrases – blame it on a bad line.

You should immediately try to **attract a colleague's attention so they can call the Police by dialing 999.** Either use the mute button and shout or try e-mail.

Text of message _____

_____

- Code word if given?
- What kind of bomb/threat is it?
- Where has it been placed?
- How will it be set off?
- When is it due to explode/happen?
- Why are you doing this?
- What does it look like?
- Did you place the bomb?
- Why are you doing this and who do you represent?
- What is your name / address / telephone number?

COMPLETE THE FOLLOWING AS SOON AS PRACTICABLE

Extension number at which call received				
Time & Date of call				
Length of call				
DETAILS OF CALLER				
Man	Woman	Child	Old/young	Approx age:
THREAT LANGUAGE				
Well-spoken (educated)		Foul	Irrational	
Taped		Incoherent	Message obviously being read	
CALLER'S VOICE				
Calm	Angry	Excited	Slow	
Soft	Rapid	Loud	Laughter	
Crying	Normal	Distinct	Slurred	
Nasal	Stutter	Lisp	Raspy	
Deep	Ragged	Clearing throat	Deep breathing	
Cracking voice	Disguised	Accent	Familiar	
If voice is familiar, who did it sound like?				
BACKGROUND SOUNDS				
Interruptions	Someone in background?	Street noises	Crockery	
Voices	PA system	Music	House noises	
Motors	Office machinery	Booth	Factory machinery	
Animal noises	Clear	Static	Local	
Long distance	Aircraft	Children	Others	
REMARKS				
DETAILS OF PERSON RECEIVING CALL				
Name:			Unit/ward/dept:	
Extension no:			Did you tape the call?	
SIGNATURE:				
Contact the police on 999.	Time informed:			

Keep a personal copy of this form in case you need to be interviewed at a later date.

Appendix 3

INCIDENT LOG

Location……..

Nature of Incident……..

FOR RECORDING VITAL INFORMATION IN THE EVENT OF A MAJOR INCIDENT

Name: ……. **Page: …….. of ……**

Date	Time	Name and nature of contact	Agreed Actions(s)

Appendix 4

INCIDENT EVALUATION FORM

School Name:	**Date of Incident**
Brief Description of Incident: **ELO contacted Yes / No** **Incident deemed critical Yes / No** **Name of ELO:**	
Action taken by School:	
Description of any external support accessed:	
What worked well:	
What worked less well:	
How could things have been done better:	
Comment on the usefulness of Children's Services Guidance:	

Person completing form to forward to Emergency Liaison Officer

Appendix 5
LINCOLNSHIRE COUNTY COUNCIL

KEY TASKS AND ACTIONS IN MANAGING A CRITICAL INCIDENT ON OR OFF THE SCHOOL SITE – SCHOOLS GUIDANCE

It may be helpful to recognise that an incident typically consists of three phases, Immediate Actions, Managed Response, Return to Normality

PHASE 1 – IMMEDIATE ACTIONS

Actions 1-7 in Section 5 Critical Incident Guidance
To be undertaken straight away, the order to be determined by the needs of the situation.

ACTION 1 – Implement Incident Management Plan (IMP)
- Key Staff released from all duties
- Collect IMP – use off site copy if necessary
- Open log of events, actions, times
- Preserve scene of crime – if appropriate

ACTION 2 – Assess risks, ensure safety
- Contact Emergency Services
- Open incident log and maintain throughout
- If off-site, establish plans for return of party
- Determine condition of adults for continuing safe supervision

ACTION 3 – Gather Information
- When and where incident took place
- Names – involved and witnesses
- Nature of injuries, hospitals
- Emergency action taken
- Location and care of uninjured
- Remaining hazards
- Collect emergency contact information
- Control possible escape of inaccurate information

ACTION 4 – Inform County Offices
- Contact LCC via Emergency Liaison Officer or designated alternative
- Agree whether LCC needs to initiate Critical Incident Plan

ACTION 5 – Mobilise Schools Incident Management Team (SIMT)
- Brief SIMT and establish independent telephone line
- Clarify tasks, assign roles as identified in school's plan
- Timetable meeting(s) for review
- Plan for role of CIRT from LCC

ACTION 6 – Contact Families
- Designate key members of staff and brief them (rehearse or write statement)
- Use schools records methodically – no duplication or omissions
- Offer advice on media contact if appropriate
- Arrangements for contacting pupils/staff families and return home
- Enlist outside help if necessary e.g. Governors, Police, Religious leaders

ACTION 7 – Information Update
- Brief staff and governors, pupils, parents/carers and community
- Establish support of Chair of Governors
- Schedule briefing updates
- Take advice from Public Relations re: Media contact
- Give appropriate support for key staff with stressful tasks
- Identify absentees and plan briefing for them

PHASE 2 – MANAGED RESPONSE

Actions 8-11 in Section 5 Critical Incident Guidance

ACTION 8 – Plan Management of Incident
- Meet with Emergency Liaison Officer and CIRT/SIMT
- Review plans, clarify tasks, assign roles
- Co-ordinate school / other agencies roles
- Establish meetings to review management of incident
- Clarify criteria for withdrawal of agencies
- Access further advice if required

ACTION 9 – Arrangements for dealing with enquiries
- Before speaking to media, contact Public Relations Manager
- Ensure all future media contacts are in line with advice
- Release no names to media until confirmed by statutory authority e.g. Police
- Ensure families know situation and give permission
- Provide written statement for those answering the phone
- Caution staff about talking to the media
- Organise SIMT member to deal with visitors
- Designate an area/areas for parents/carers / media / others to avoid overcrowding
- Maintain log – key events and contacts

ACTION 10 – Arrangements for support
- Identify those most likely in need
- Arrange individuals / agencies able to offer support
- Ensure all know that support arrangements are being made
- Set aside appropriate areas for distressed pupils/staff
- Include arrangements for support in media statement
- Be aware of possible wider issues e.g. witnesses, siblings, apportioning blame, vulnerable pupils
- If closing school, ensure arrangements are known to all; transport, collection, safe waiting areas, plans for reopening
- Plan for on-going support on return to school – see resource sheets 6,7,8 in CIP

ACTION 11 – Arrangements for personal effects, registers and areas of school affected
- Make decision after discussion with parents/carers with regard to personal effects
- Discuss with class members about work on displays, books, lockers, etc
- Adjust class registers, rotas and other pupil listings
- Make appropriate arrangements for any parts of the school affected e.g. cleaning, painting (see MBS/LCC Repairs and Maintenance Handbook)

PHASE 3 – RETURN TO NORMALITY

Actions 12-14 in Section 5 Critical Incident Guidance

ACTION 12 – Expression of sympathy
- Plan how this will be carried out (EPS will help)
- Plan how best to support family
- Plan for attendance at funeral
- Plan for any form o memorial
- Arrange for school rep. To visit ill/bereaved
- Cards and messaged from pupils/adults
- Special assembly or service
- Special area for dedicated display

ACTION 13 – Return of those involved to school
- Home visit by class/form tutor to discuss needs e.g. part-time return
- Support for emotional needs, e.g. how to cope with questions
- Support for possible physical needs e.g. mobility problems
- Rota of home visits by school friends
- Work to be done at home prior to return if appropriate
- Brief staff an pupils prior to return on how best to offer support
- Arrangements for differentiated work, missed course work, exams, workload for returning staff. Time off for those staff involved

ACTION 14 – Memorials and commemorations
- Consider appropriate memorial – wishes of those involved
- Appeals and donations, seek advice from Red Cross
- Marking of anniversaries
- Brief subsequent new staff about the incident and long-term emotional needs of those affected

---

GLOSSARY OF ABBREVIATIONS

IMP – Incident management Plan (School)
SIMT – Schools Incident Management Team
LCC – Lincolnshire county Council
CIRT – Critical Incident Response Team

Action **Emergency Plan – Appendix 6** 1. Identify the Emergency 2. Ensure all shaded boxes have been actioned 3. Consider if any further actions need taking		**Delegated to: Initials Actioned: ✓**			
		Fatal or Serious Injury	Damage to the Building	External Incidents (Visits)	Media Issue
	Have a staff briefing at the end of the day				
	Have a staff briefing the next morning				
	Send a letter to all parents/carers				
	Have a parents/carers briefing				
	Contact Children's Services/LADO				
Welfare	Make sure food and drink is available for classrooms				
	Is there food and drink available for staff				
	Inform canteen of any changes to the school day				
	Arrange monitoring and support for any students directly impacted				
	Make sure a copy of all incident and witness reports are made				
	Designate areas for break and lunch and times for year groups				
	Exit plan for pupils agreed				
External Involvement	Contact Counsellors				
	Contact HR for Media Support				
	Contact Insurance Company				
	Contact HSE				
	Contact other schools to inform them of issues				
	Contact Governors				
	Is additional security needed				
Next Day/Week	If the site is safe continue normal operations				
	Arrange a meeting with parents/carers				
	Arrange a meeting with Insurance company				
	Keep in regular contact with any affected staff or students who are absent				
	Debrief and review plan and update where necessary				

Action 4. Identify the Emergency 5. Ensure all shaded boxes have been actioned 6. Consider if any further actions need taking		**Delegated to: Initials Actioned: ✓**			
		Fatal or Serious Injury	Damage to the Building	External Incidents (Visits)	Media Issue
	Have a staff briefing at the end of the day				
	Have a staff briefing the next morning				
	Send a letter to all parents/carers				
	Have a parents/carers briefing				
	Contact Children's Services/LADO				
Welfare	Make sure food and drink is available for classrooms				
	Is there food and drink available for staff				
	Inform canteen of any changes to the school day				
	Arrange monitoring and support for any students directly impacted				
	Make sure a copy of all incident and witness reports are made				
	Designate areas for break and lunch and times for year groups				
	Exit plan for students agreed				
External Involvement	Contact Counsellors				
	Contact HR for Media Support				
	Contact Insurance Company				
	Contact HSE				
	Contact other schools to inform them of issues				
	Contact Governors				
	Is additional security needed				
Next Day/Week	If the site is safe continue normal operations				
	Arrange a meeting with parents/carers				
	Arrange a meeting with Insurance company				
	Keep in regular contact with any affected staff or students who are absent				
	Debrief and review plan and update where necessary				

Appendix 7

Business Continuity Management Plan

Introduction

Business Continuity Plan

The Business Continuity Plan is an extension of The Critical Incident Plan. It is simply the documentation of agreed procedures and information maintained in readiness for use in an incident or service disruption, to enable the school to continue to provide an education for its pupils in a safe environment. The plan should be accessible given a range of scenarios and stored both in hard copy and electronically, with at least one copy held off site for added resilience.

The causes of service disruptions that may have a significant impact include:

1. Loss of premises
2. IT failure
3. Loss of utility supply (e.g. electricity, gas, water)
4. Loss of personnel
5. Loss of telecommunications
6. Loss of critical supplier

THE PLAN

CRITICAL INCIDENT MANAGEMENT TEAM

Name Contact number	Designation	Role	Responsibilities
Elaine Bedford 0792 902 9686	Executive Headteacher	Crisis Manager	Overall responsibility for the day-to-day management of the School, including principal decision-maker in times of crisis. Ensuring that the school has sufficient capacity to respond to crisis. Determining the School's overall response and recovery strategy.
Gordon Cannon 0770 3128915	Chair Of Governors	Media Liaison	Liaises with the Head teacher in response to a crisis Coordinates with the Head teacher to provide strategic direction in planning for and responding to a crisis. Supports the school's crisis response and subsequent recovery. Ensures that the School Business Continuity Plan remains fit-for-purpose. Reporting to parents/carers on the resilience of the School Business Continuity Plan.
James Graham 07715 604625	Caretaker	Site access	Maintaining safe site access as required.
Nicola Woolerton	Head of School	Pastoral Care Coordinators	Pastoral care for pupils and staff; operational issues as directed; parent/visitor liaison; liaise with Psychological Service, Education Welfare Officer, Social Services and other professional agencies Supports the Headteacher in the day-to-day management of the school, including in times of crisis.
Amy Parnham 07754 076102	School Business Manager	Administrative coordinator	Manage incoming calls, gather and disseminate information; identify "safe" areas in school for parents/carers/pupils; liaise with contractors, utilities and repairs/accommodation issues, transport communications, catering arrangements; incident record keeping; collation of message sheets; chasing outstanding "actions", maintenance of master record log.
Nicola Walton 01476 565896	School Administrator	Administrator	Assist SBM in managing incoming calls and emails and liaising with third parties.
Farm Kitchen	Catering Suppliers	Catering Suppliers	Provision of meals to UIFSM and FSM as priority

CRITICAL ACTIVITIES

No.	CRITICAL School Activity	Relevant statutory duties	Implications/impact	Contingency measures
1.	Safeguarding staff members and pupils	H&S at Work Act Duty of Care	Pupils not able to learn Injury or death	Emergency planning unit would be called on to provide alternative premises if the site was affected by fire/flood/ terrorism. Lock down procedures to be practised.
2.	Teaching	Delivery of education	Pupils not able to learn	In the event of the loss of significant numbers of key personnel, a teaching supply agency would be called on. In the event that the premises have been severely affected assistance would be sought from LCC Emergency Planning unit for alternative classroom space/ mobile units as appropriate.
3.	Catering	Provision of free school meals	Children go hungry and learning is affected	In the event that Farm Kitchen is unable to deliver meals we would be able to provide a healthy pack up. Longer term Huntingtower or the King's School might be able to assist.
4.	Access to ICT		Teacher's lesson planning lost Pupils learning disrupted Staff and pupil records unavailable Administration and finance functions severely disrupted	Server is backed up daily to prevent loss of data. Scholarpack is used to hold all pupil details but we have paper back up of phone numbers etc. ARK are proactive in monitoring the systems and any virus implications on their bi-weekly visit.
5.	Financial records keeping	Accountable to LCC for properly managing income and expenditure	ICT failure and or fire/flood/terrorism threaten the maintenance of records.	All financial records are backed up on the server and LCC has copies of these.

INCIDENT MANAGEMENT

	Action	Details	Responsibility	Actioned?
1.	Initial assessment	Survey the incident scene and disseminate information.		☐
2.	Call the emergency services (as appropriate)	Provide as much information about the incident as possible.		☐

3.	• Evacuate the school building if necessary. • Ascertain whether pupils should remain within the school grounds at a relative place of safety indoors. • If it is safe, consider the recovery of vital assets to sustain critical school activities. • Inform relevant stakeholders of site evacuation.	• Use standard fire evacuation procedures. • Consider staff members and pupils with special needs and/or disabilities. • If remaining within the school grounds, ensure that the assembly point is safe • Take advice from emergency services as appropriate.		☐
4.	Ensure that all pupils, staff members and school visitors report to the identified assembly point.	• The normal assembly point is on the playground • The alternative assembly point is by the top gate ready to evacuate the site to Great Gonerby Village Hall		☐
5.	• Check that all pupils, staff members and visitors have been evacuated. • Consider the safety of all pupils, staff members and visitors as a priority.	Undertake a roll call using the pupil attendance register, staff lists and the visitors signing in book.		☐
6.	Ensure that the emergency service vehicles have access to the incident site.	Ensure any required actions are safe by undertaking a risk assessment.		☐
7.	Establish a contact point for all supporting personnel.	Consider the availability of staff members and who may be best placed to communicate information.		☐
9.	Ensure a log of key decisions/actions is started and maintained throughout the incident.	Use the template in the appendix.		☐
10.	Where appropriate, record names and details of any staff members or visitors who may have been injured or affected by the incident.	This information should be held securely as it may be required by emergency services or other agencies either during or following the incident.		☐
11.	Assess the impact of the incident. Identify and agree next steps.	Continue to record key decisions and actions in the incident log.		☐
12.	Log details of all items lost by pupils, staff members and visitors as a result of the incident, if appropriate,			☐

13.	Consider the involvement of other teams, services or organisations that may be required to support the management of the incident.			☐
14.	Assess the key priorities for the remainder of the working day and take relevant action.	Consider actions to ensure the health, safety and well-being of the school community at all times. Consider your business continuity strategies to ensure that the impact of the disruption is minimised. Consider the school's legal duty to provide free school meals and how this will be facilitated.		☐
15.	Ensure staff members are kept informed about what is required of them.			☐
16.	Ensure parents/carers and pupils are kept informed as appropriate to the circumstances of the incident.	Consider communication strategies and additional support for pupils with special needs. Agree arrangements for parents/carers collecting pupils at an appropriate time/liaison with SEN transport Consider the notification of pupils not currently in school.		☐
17.	Ensure Governors are kept informed as appropriate to the circumstances of the incident.	Governors will be regularly appraised of the situation via e-mail where possible or text service		☐
18.	Consider the wider notification process and the key messages to communicate.	Local radios may be useful in broadcasting key messages.		☐
19.	Communicate the interim arrangements for delivery of critical school activities.	Ensure all stakeholders are kept informed of any contingency arrangements by e-mail or text service		☐
20.	Log all expenditure incurred as a result of the incident	Record all incident-related costs incurred in the attached financial expenditure log.		☐
21.	Seek specific advice/inform your insurance company.	Insurance policy details can be found via the Local authority		☐
22.	Ensure recording process is in place for staff members and pupils leaving the site.	Ensure the safety of staff members and pupils before they leave site and identify suitable support and risk control measures.		☐

CONTINUITY

The purpose of the continuity phase is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. Non-critical activities may need to be suspended.

No.	Action	Details	Responsibility	Actioned?
1.	Identify any other stakeholders required to be involved in the business continuity response.	Depending on the incident, you may need additional/specific input in order to facilitate the recovery of critical activities. This may require the involvement of external partners.		☐
2.	Evaluate the impact of the incident	Take time to understand the impact of the incident on the normal operations of the school.		☐
3.	Log all decisions and actions, including what you decide not to do and include your decision-making rationale.	See the attached activity log.		☐
4.	Log all financial expenditure incurred.	See the attached financial expenditure log.		☐
5.	Allocate specific roles as necessary.	Roles allocated will depend on the nature of the incident and the availability of staff members.		☐
6.	Secure resources to enable critical activities to continue or be recovered.	• Emergency 'grab' box to be available in each school office		☐
7.	Deliver appropriate communication actions as required.	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders		☐

RECOVERY

The purpose of the recovery phase is to resume normal school operations as soon as possible.

No.	Action	Details	Responsibility	Actioned?
1.	Agree and plan the actions required to enable recovery of normal school operations.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.		☐
2.	Respond to any ongoing and long-term support needs of staff members and pupils.	Depending on the nature of the incident, the disaster management team may need to consider the use of counselling services.		☐
3.	Once recovery actions are complete, communicate the return to normal school operations.	Ensure all staff members are aware that the business continuity plan is no longer in effect via briefing.		☐
4.	Debrief staff members (possibly with pupils) about the incident.			☐
5.	Complete a report to document opportunities for improvement and any lessons identified.	• The incident report should be reviewed by all members of the disaster management team. • Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.		
6.	Review this continuity plan in light of lessons learnt from the incident and the response to it.	• Implement recommendations for improvement and update this plan. • Ensure any revised versions of the plan are read by all members of the business continuity team.		☐

Inventory
The school IT asset register is held on a spreadsheet on the server. A hard copy is attached.
Insurance is arranged through the Lincolnshire County Council and all documents stored securely on Perspective Light.

Activity Log

Completed by:		**Sheet number**	
Incident		**Date**	
Time		**Log details**	

Financial Expenditure Log

Completed by:		**Incident**	
Date		**Time**	

Details	**Cost (£)**	**Transaction Method**

Section	Details	Checklist
Business continuity	Business Continuity Plan	✓☐
Organisational	Staff handbook (policies and procedures)	✓☐
Financial	Payroll	✓Payroll offsite
	Invoices, purchase orders	✓Held offsite
	Financial procedures	✓Held offsite
	Assets register and insurance policy	✓☐ Insurance LCC Perspective Light
Staff	Staff contact details	✓☐
	Staff emergency contact details	✓☐
	Data restoration routine	Remote backup
	School floor plans	☐
	Whistle / megaphones	✓☐
	High visibility jacket	✓☐