



HEARTS ACADEMY TRUST

Critical Incident and business continuity plan

Adopted by Trustees:

November 2023

To be reviewed:

To be reviewed on or before November 2024

Version

3

HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.



Children at the HEART

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Introduction

This document covers three distinct areas of disruption and how they are managed:

- The policy, plan and process of how to deal with a major critical incident
- What to do in the event of a lockdown
- The process for an unplanned closure due to bad weather, boiler breakdown etc.

The HEARTS Academy Trust is required to develop plans to manage business continuity in the event of a range of disruptions to services.

This plan should be read in conjunction with the Trust's other policies that deal with the immediate response to an emergency situation including the Trust's Child Protection policy.

Critical Incident plan and policy

This plan deals with no-notice disruptions most likely to occur:

- Public health incident (e.g., a significant infectious disease incident)
- Severe weather (e.g., extreme heat, flooding, storms or snow)
- Serious injury to a child or a member of staff (e.g., transport accident)
- Significant damage to property (e.g., through the fire, flood etc);
- Criminal activity (e.g., bomb threat, terrorist incident) loss of utilities (electricity, gas, water, fuel);
- failure of IT and telephony;
- staff shortage;

The impact of any serious disruption may manifest itself in terms of delivery of education, safety/welfare, financial consequences; reputation damage; environmental consequences. This plan should be reviewed annually.

Aim of plan

The aim of this plan is to provide guidance and support to enable the trust's schools to respond effectively to an emergency at the school.

The plan will tackle the impact of a range of incidents occurring during, and outside, normal working hours including weekends and holidays.

The plan is designed to achieve the following strategic objectives:

- To safeguard the safety and welfare of pupils, staff and visitors;
- To resume the provision of education services at the earliest opportunity and, where possible, secure a continuation of learning, to include remote education
- To maintain the community and identity of the schools and Trust;
- To return the schools to normality.

Notification

During working hours, a site disruption is likely to become apparent to all staff and pupils very quickly: alarm activation, word-of-mouth etc.

Outside working hours, site disruption may be notified by the emergency services to the Head of School or Site Manager.

The Schools Communication team should be contacted to request critical incident support.

Schools Communication: [0333 013 9880](tel:03330139880)

The CEO, Deputy CEO, Executive Headteacher, COO, CFO and Chair of Trustees should be informed when the immediate danger has passed.

Plan Implementation

The responsibility for implementing this plan lies with the Head of School or, if not available, other designated senior members of staff.

Initial actions and emergency file

Evacuation is dealt with in the Emergency Evacuation Plan.

Upon activation of this plan, the Head of School, or his/her nominated deputy, will form a Management Team (MT) with responsibilities listed below.

The primary objective of the MT is to manage the developing situation and minimise harm and danger to:

- Pupils
- Staff
- Visitors
- Building, contents and other assets and
- The school's ability to provide education.

Emergency files will be stored in the school office, the Caretaker's space and the Head of School's office.

The files should contain the following items:

- A copy of this plan
- A copy of the Academy's evacuation and contingency plan
- Site plans
- Any other critical items
- Up-to-date contact information for parents will be available via any internet enabled computer

The file should be taken out of the building by the nearest person, **only if safe to do so**, or information can be accessed remotely using the school's MIS.

The emergency file will be checked termly for accuracy of information by the Office Lead.

Assessment/Containment

As soon as practicable, the MT will meet to consider what resources are available to continue normal business as far as possible. Potential resources are:

- Staff, vehicles, and equipment still at the scene
- Staff, vehicles, and equipment located elsewhere
- Current IT and telephony capability

If the disruption has resulted in the loss of the school site, the MT meeting should be held at HEARTS House.

Roles and Responsibilities

Functional roles include, but are not limited to the following:

Head of School

- Liaise with the Executive Headteacher who in turn will brief the Chair of Trustees via the Trust COO
- Chair Team meetings and co-ordinate the response
- Liaise with DFE/ LADO (Local Authority Designated Officer)
- Be prepared to refer media enquiries to HEARTS House
- Responsible for deciding whether or not staff should be sent home.

Administrative staff

- Meet and greet emergency services as they arrive, with a floor plan of the building.
- Ensure all significant occurrences and decisions are recorded, together with reasons for decisions made.
- Provide clerical and practical assistance to the Head of School.
- Instruct staff not to leave the rendezvous point until told to do so.
- Liaison between Emergency Team and staff.
- Imparting factual information to staff.
- Agree on key information to be given to pupils by class teachers.
- Contact the COO who will inform Trustees and Local Advisory Boards

Designated Senior Staff:

- Ensure all pupils, staff and visitors are safe and accounted for.
- Marshalling of pupils, staff and visitors at the evacuation rendezvous point.
- Arranging for the transfer of everyone to a place of safety.
- Arrange for warm, dry shelter for everyone in the short term.
- Deal with immediate welfare matters: distress, injuries, domestic responsibilities, etc.
- Coordinate the sending home of pupils and immediate care of those whose parents cannot be readily notified.

Premises Staff including Trust Finance Manager and Facilities Lead

- Building security.
- Turn off gas, electricity etc, if this can be done safely.

- Salvage of critical documents/equipment if this can be done safely. The nominated person should be in possession of a list of critical items.
- Signs and notices for doors/boundaries.
- Liaison with neighbours.
- Identification/transfer to alternative premises.

Office Lead / School Business Manager

- Arrange for the opening up of alternative premises.
- Coordinate fitting out with furniture and equipment.
- Liaise with Trust insurance company in consultation with the CFO
- Liaise with DFE/EFSA as necessary
- Organise the retrieval and restoration of data from backup systems

All other staff should stay on the school site or rendezvous point to assist with the recovery operation unless it is dangerous for them to do so. At HEARTS House, these roles would be taken by the Executive Headteacher, Chief Finance Officer and COO.

Back up

In the event of loss of data, server infrastructure can be recovered by restoring the data from the last backup/cloud storage. The Office Lead will coordinate the installation of data from the backup in conjunction with the IT support provider.

Taking the decision to close

In a critical incident, the Head of School will take the decision to close after a discussion with the Executive Headteacher. The Executive Headteacher will inform the COO who, in turn, will notify the Chair of Trustees immediately after a decision has been made. Schools are required to use the school closure notification process which can be done via the [My School page](#) on Essex Schools Infolink. Any member of staff with a username and password for this area of the site is able to use the notification process. See the Emergency closures

Whether the school is closing or not, support for a critical incident should be sought from the Essex Communications team:

Schools Communication: 0333 013 9880

Staff Shortage

The most likely scenarios involving a significant loss of staff are:

- Outbreak of infectious disease
- Fuel Shortage
- Industrial action

[The Early Years Foundation Stage \(EYFS\) Statutory Framework](#) sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old.

In all of these events, there is likely to be a period of notice in which arrangements may be made to mitigate the effects:

Pandemic

A pandemic or similar occurrence may jeopardise staffing levels, directly through staff illness, or indirectly through fear of infection or through caring responsibilities for sick relatives. Remote learning is to be implemented to reduce the risk of loss of learning.

What the Lead should do:

It is essential that information is disseminated about how to identify symptoms of flu and what to do in the event of a member of staff becoming ill with suspected flu.

Download the latest information for schools to prevent the spread of infection and in what circumstances they might need to close.

Fuel

In the event of a widespread fuel shortage, options will include:

- Increased use of public transport
- Car sharing
- Walking or cycling
- Working at nearest Trust school

When information indicates that a fuel shortage is expected, a list of staff living remotely from their place of work and with particular difficulties in accessing any of the above options will be compiled.

Industrial Action

As far as possible, without attempting to influence staff members' legal right to take industrial action, managers should try to estimate the proportion of staff that may be available to work in order to plan work in accordance with priorities.

Bomb Threat

Refer to Lockdown Procedures.

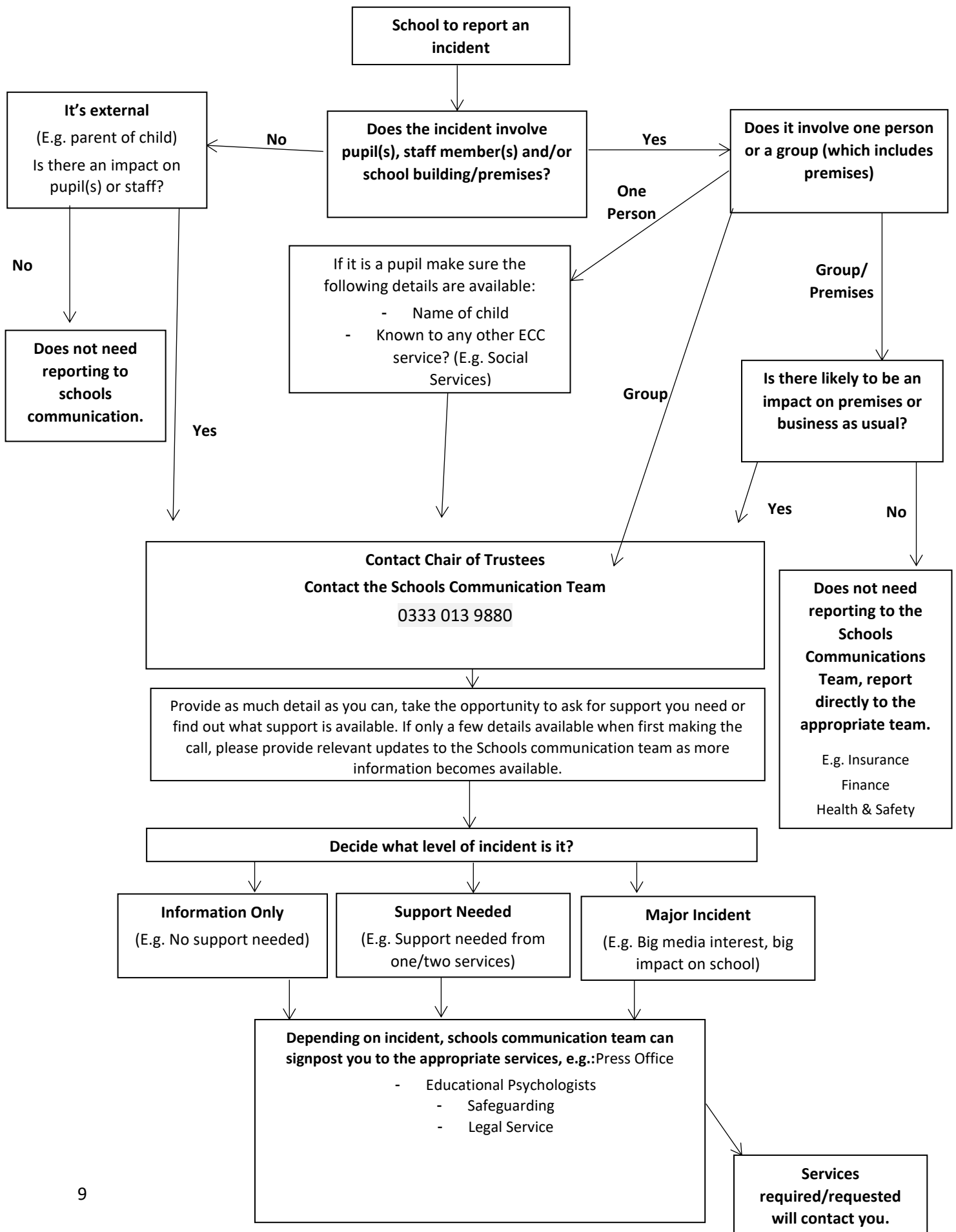
Recovery

Long-term recovery may be affected by decisions made during the assessment/ containment phase, so recovery issues should be taken into account by the MT from the outset. Dependent on the nature of the incident recovery may take months or even years to achieve (for instance if a full rebuild is required after a fire, or if injuries or deaths occur) and will include ways of keeping the school community together during any period of dispersion, or commemorating the event on anniversaries.

Wellbeing and support

Some children and adults may experience a variety of emotions in response to an emergency situation, such as anxiety, stress or low mood. Support from the Senior Mental Health Lead and or the school's Mental Health First Aid Champions should be offered.

Critical Incident Process



Lockdown Procedures

Although it is important to be prepared and have Lockdown procedures in place, it is vital that the children's welfare is considered throughout. The procedure needs to consider which members of staff need to be informed, depending on the type of occurrence to ensure that key staff are informed without unnecessarily alarming pupils or other staff.

Alarming/concerning pupils when unnecessary may cause them to become scared and develop a fear of going to school.

Communication is a key aspect in these situations so make sure that a system is in place.

The office team will probably be the first to hear about an emergency as details may have incorrectly been shared on social media before management is made aware, which will raise other concerns. The office team will need to inform the Head of School without delay, who in turn will inform the Central Team.

Areas to think about:

- Bomb threats
- Search Planning
- Evacuation/invacuation planning
- Guidance for firearms and weapon attacks
- Staff awareness and security culture
- Preparedness
- Physical security
- Mail handling
- Hostage situations

ALWAYS:

- Reassure staff, pupils and parents
- Review and implement proportionate protection and prepare security planning

Partial Lockdown – *this is a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality), should the situation escalate.*

May be as a result of:

- A reported incident / civil disturbance in the local community with the potential to pose a risk to staff and pupils in the school.
- A threat received by the school, ECC, media etc.
- A warning being received regarding the risk of air pollution
 - In the event of air pollution, air vents should be closed (where possible) as an additional precaution. Emergency Services will advise as to the best course of action in respect of the prevailing threat.

Immediate Action:

- Contact the Emergency Services if necessary
- All outside activity to cease immediately, and pupils and staff return to the building.
 - Method of communication needs to be arranged so staff members can be alerted during break times.
- All staff and pupils are to remain in the building with external doors and windows locked.
- Depending on circumstances, free movement within the building may be permitted

Once all staff and pupils are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services, which should then be communicated to staff and pupils.

Full Lockdown – *this signifies an immediate threat to the school and may be an escalation of a partial lockdown.*

Immediate action:

- Contact the Emergency Services if necessary
- All pupils return to base (classroom, tutor room or other agreed location, e.g., sports/assembly/dining hall)
- External doors are locked, classroom doors locked (where a member of staff with a key is present), windows locked, blinds/curtains drawn, pupils sit quietly out of sight (e.g., under a desk or around a corner) somewhere not visible to external people.
- Register taken – the office will contact each class in turn for an attendance report.

Staff and pupils remain in lockdown until it has been lifted by a senior member of staff/emergency services. At any point during the lockdown, the fire alarm may sound which is a cue to evacuate the building - although staff should be mindful that the fire alarm may have been activated by the intruder.

During lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to the central office as this could delay more important communications.

Bomb Threat – *upon receiving a message that a bomb has been planted in the school.*

Immediate Action:

- Ask questions such as: where the bomb is located, when the bomb will go off, what materials are in the bomb, who is calling, why the caller is doing this
- Listen closely to the caller's voice and speech patterns and to noises in the background
- Notify the Head of School/most senior member of the staff
- Head of School/most senior member of staff orders evacuation of all persons inside the building(s)
- Head of School/most senior member of staff notifies police (call 999)

Evacuation Procedures:

- Head of School/most senior member of staff warns pupils and staff (do not mention “Bomb Threat”. Use standard fire drill procedures:
 - Pupils and staff must be evacuated to a safe distance outside of school building(s)
 - Teachers take register after being evacuated
- No one may re-enter the building(s) until the entire building(s) is declared safe by fire or police service
- Head of School/most senior member of staff notifies pupils and staff of termination of emergency. Debrief to Executive Headteacher and Chair of Trustees.

Where examinations are taking place (advice from [GOV.UK](https://www.gov.uk)):

- Immediate Action:
 - Evacuate the examination room in line with the instructions given by the appropriate authority
 - Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
 - Make a note of the time of the interruption and how long it lasted
 - Make a full report of the incident and of the action taken, and send to the relevant awarding body

It is recommended that schools check on the relevant awarding board websites for any further/updated recommendations. For schools undertaking SATs they should check the Test Administrator’s Guide for any further recommendations.

Further Information

Further information is available from [Gov.uk](https://www.gov.uk) and includes’ the [Emergency Planning and Response](#).

Unplanned School Closure Procedure (Severe weather, boiler breakdown etc)

Taking the decision to close the school

The Head of School, Caretaker and Executive Headteacher in consultation with other members of staff will take the decision to make an emergency closure when the state of the weather or any other exceptional circumstance makes it absolutely unavoidable.

Where a school is temporarily closed during severe weather, consideration is to be given to providing remote education for the duration of the closure in line with [DfE guidance](#). Providing remote education does not change the imperative to remain open, or to reopen as soon as possible.

The decision to close a school must be supported by the latest and most accurate information available. The presumption should be in favour of keeping the school open unless, in the Head of School's view, to do so would put the health, safety or welfare of pupils and/or staff at risk. In reaching this decision, the Head of School, Caretaker and Executive Headteacher will take full account of local circumstances and, in particular, the following considerations:

- (a) Both short and longer-term extreme weather information: Attention should be paid to ascertaining what would be a safe and appropriate time to send pupils and staff home. Consideration is to be given to the closure or opening of other trust schools in the proximity
- (b) Advice regarding local transport and the safety of local roads: Whether buses and trains are running, and whether it is safe to drive.
- (c) Arrangements for pupil safety: The absolute priority is to ensure that provision is made for each and every child. Safe and speedy dismissal of pupils in the event of an emergency closure depends on the school and parents working in partnership. Parents are required to give the school an emergency contact. It may be that a parent who collects his/her children offers to give shelter to other children. Please note that unless prior arrangement is made pupils will not be released to people who are not their parents. The provision of adequate supervision by members of teaching staff should be made for those pupils who cannot go home immediately and have therefore to remain at school.
- (d) Whether the school is accessible, and has working heating/electrics/water. The closure or opening of other schools in the proximity will not be the key factor in such taking decisions.

It is the responsibility of all staff to make every effort to attend for duty. School leadership should be mindful of the number of local staff and use this knowledge to put a plan into place, should a number of other staff be delayed. If travelling to school is absolutely not viable, then staff should plan to travel to their nearest Trust school if this has an easier route by public transport or road.

If the decision is taken to close the school, and remote learning is not possible, then PPA time will be allocated. However, if remote learning can be facilitated staff will be expected to deliver online teaching.

Advice to Parents

It is recognised that parents have a key role to play in the event of severe weather. All pupils are expected to attend school every day that the school is open, irrespective of the weather. If parents choose not to send their children to school and the school is open, then these absences will be coded as unauthorised (O code).

It is essential that, when there is potential for school closures due to severe weather conditions, schools are in a position to communicate quickly and clearly with parents. Any decision to close should be taken as early in the day as possible, or if a feasible notification should be provided the evening before. The Emergency School Closure procedure should be used to communicate the decision. This will involve putting an announcement on the website, leaving an appropriate message on the school answerphone (instructions to be left for the Caretaker if this can't be done remotely), and tweeting/emailing/texting parents and staff by 7.30am.

The 'who to contact' list (page 25) must be completed and distributed to all staff named. This list must be kept at home and school so that emergency information is available at all times.

Remote education is to be provided for the duration of the closure in line with DfE guidance.

Closure during the school day

Safe and speedy dismissal of pupils in the event of an emergency closure depends on the school and parents working in partnership. Parents are required to give the school an emergency contact.

It may be that a parent who collects his/her children offers to give shelter to other children. The agreement of the parents of these children must be sought before releasing pupils in this way.

The provision of adequate supervision by members of teaching staff should be made for those pupils who cannot go home immediately and have therefore to remain at school.

Appendix 1

Who to inform in the event of an unplanned closure

In the event of an unplanned closure the following will be consulted/contacted

Executive Headteacher	To consult and make the decision to remain open or close
Head of School	
Site Manager	

To inform	Day	Method	Number	Who is responsible
Chair of Trustees via COO		Text/Email/Telephone		Executive Headteacher
Staff	All	Scholarpack (email message)	N/A	
Parents	All	Scholarpack	N/A	
Milk	All			
School visits		Coach and venues as per individual need		
Fruit	All			
Chair of LAB	All			Head of School to delegate this function
Swimming venue/coach	All			
Website	All		N/A	
Police (in an emergency)	All	101/999		
Pupils & Volunteers	All			
Drumming				
ICT technician				
Essex County Council	All	Essex infolink. Log in. My school page. Report school closure	N/A	

Appendix 2: Checklist for Critical Incident Management Plan

Initial Actions: Day 1

Action	Information, Notes & By Whom
<p><u>Gather and record accurate information</u></p> <p>What has happened? Who was involved? When did it happen? How did it happen?</p>	<p>It is important to establish the facts otherwise rumours may take over and add to the distress of those involved. Specific details should include the names of everyone involved including any children/staff from other schools/settings.</p> <p>By Whom</p>
<p>Contact the affected family</p> <ul style="list-style-type: none"> • Find out their wishes • Establish clear line of communication • Plan further contact. 	<p>Contact should be made with family or families within the school community who are directly affected by the incident within 24 hours if possible. The nature of the contact should be guided by the wishes of the family although it may involve a home visit by staff representatives to extend sympathy. In some cases it may involve planning for return to school of bereaved children.</p> <p>By Whom</p>
<p><u>Assess the situation and provide immediate emergency response</u></p>	<p>When an incident takes place on or beside school premises an emergency response may involve: ensuring the immediate safety of all pupils and adults; contacting emergency services; administering first aid.</p> <p>By Whom</p>
<p>Notify the Local Authority of Critical Incident via Schools Communication Team (01245 434745)</p>	<p>By calling this number the Schools Communication Team will run through for you the various Local Authority services that may be of use to you including the Critical Incident Team via the Educational Psychology Service.</p> <p>By Whom</p>
<p><u>Ensure a dedicated emergency telephone line is operational</u></p> <p>.....(number)</p>	<p>During major incidents phone lines may become jammed. Agree on which phone line is to be kept open for outgoing and incoming emergency calls. Swap mobile phone numbers with key agencies.</p> <p>By Whom</p>
<p>Contact school governors and outside agencies</p>	<p>An Emergency Contact List should be collated in advance and kept in an accessible location.</p> <p>By Whom</p>
<p>Alert the Media team</p>	<p>Support can be given by the press office on the preparation of an official statement. Individuals should be strongly discouraged from talking to the media as partial information, speculation and personal opinion can cause significant distress to families, especially when inaccurately reported; this is also true of information posted on social networking sites.</p> <p>By Whom</p>

<p>Convene a meeting to brief the Critical Incident Management Team to:</p> <ul style="list-style-type: none"> • Brief the team • Make specific plans • Delegate roles and responsibilities 	<p>Depending on the incident it may be advisable to meet the evening before or early in the morning to ensure a plan is in place for the school day. At this meeting determine what information is to be shared beyond the group and with whom (in sensitive cases this may involve liaison with the family).</p> <p>By Whom</p>
<p>Establish a procedure for informing/ briefing staff to</p> <ul style="list-style-type: none"> • Inform about the incident • Discuss plans for the day • Discuss how to support pupils (and each other) 	<p>It is important that staff receive accurate facts and are kept updated. This may require two separate groups to allow supervision of pupils. The meeting would normally be led by the head teacher or senior member of staff. It may be helpful/appropriate for an EP, a member of the clergy or a police officer to have some input to this meeting. Staff should be given advice and share ideas on how best to support pupils during this time</p> <p>By Whom</p>
<p>Establish a procedure for informing pupils</p> <ul style="list-style-type: none"> • In groups • In a familiar environment • From people they know and trust 	<p>Whole school announcements should be avoided. Pupils should be informed in class or tutor groups by people they know and trust. Outside professionals can provide advice and support to staff where needed. Pupils who are likely to be particularly affected (e.g. close friends of a deceased pupil) should be told separately first.</p> <p>By Whom</p>
<p>Compile a list of vulnerable pupils and adults</p>	<p>Vulnerable individuals (pupils and staff) need to be identified and monitored. Additional support may be put in place either from adults or peers. Staff can be reminded that their colleagues may need some additional support such as a phone call later that evening</p> <p>By Whom</p>
<p>Plan adjustments to the day and in school support including</p> <ul style="list-style-type: none"> • whole school activities • class/tutor group activities • quiet room with support 	<p>General principles include keeping routines as normal as possible; adapting the tasks to reduce stress and providing opportunities to express feelings in a safe, supportive environment.</p> <p>Where potential impact is considered severe and affects large numbers of pupils in class support sessions may be appropriate. An EP may support this by offering advice or by co-facilitating the session.</p> <p>By Whom</p>
<p>Establish a procedure for informing parents</p> <ul style="list-style-type: none"> • By letter • In a meeting 	<p>Depending on the nature and timing of events parents may already be aware of the incident. An appropriate letter should be compiled to be sent home with pupils. It may be appropriate to involve outside agencies, such as the police, clergy or EPs. EPs can assist with the drafting of communication to parents or refer to examples for ideas of how to structure the information. Have your own school draft letter that can be adapted and personalised if required.</p> <p>By Whom</p>

<p>Arrange for staff to meet at the end of the day to debrief and plan for the following day</p>	<p>Although already an emotionally exhausting day it is important for staff to meet for a short session at the end. This gives an opportunity for an update on any developments (including any specific concerns that have arisen), allows planning for the next day and provides an opportunity to talk things through with others, offering emotional support, after a difficult day.</p> <p>By Whom</p>
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Further Actions: Day 2 onwards

Action	By Whom Information & Notes
<p>Convene a meeting of the Critical Incident Management Team to</p> <ul style="list-style-type: none"> • consider any new developments • actions and events to date • plan for the day • identify tasks/ assign roles 	<p>Sometimes the first day appears quite calm as people may be in shock. Day 2 can present more issues as events begin to sink in so it is important to meet each day until the school returns to normal functioning.</p> <p>By Whom</p>
<p>Convene a meeting for staff to</p> <ul style="list-style-type: none"> • update staff on any new developments inform staff of plans for the day • give staff an opportunity to ask questions/raise concerns 	<p>In major critical incidents, staff should be brought together at the start of the following day. As well as practical purposes this gives emotional support in difficult circumstances and allows a reminder that both staff and pupils may need some nurturing and time to talk. Plans should be made for subsequent meetings as required.</p> <p>By Whom</p>
<p>Continue to monitor and provide additional support to</p> <ul style="list-style-type: none"> • vulnerable individuals previously identified • other pupils (or staff) causing concern 	<p>Following a Critical Incident, a level of shock, anxiety and distress is normal, especially amongst those closest to the incident. Most people will have returned to normal functioning within six weeks. Further support may be required for individuals continuing to show significant signs of distress many weeks beyond this.</p> <p>By Whom</p>
<p>Liaise with affected families including</p> <ul style="list-style-type: none"> • visits by staff or pupils to injured or bereaved • family's wishes and plans regarding funeral arrangements • return to school of bereaved 	<p>Contacts/visits should be planned/ made to anyone injured, either at home or in hospital, with cards and get-well messages from staff and pupils. There may be possessions to be returned to the family and the timing of this should be considered.</p>
<p>Begin to plan school response to memorial to include</p> <ul style="list-style-type: none"> • the wishes of the family 	<p>A lasting memorial and/or a ceremony give an important message about the value of the deceased; offers comfort to friends and family and may provide a sense of closure.</p>

<ul style="list-style-type: none"> • active involvement of the peers and friends of the deceased 	<p>By Whom</p>
<p>Make a note in the school calendar of important dates</p> <ul style="list-style-type: none"> • anniversary of incident • birthday of deceased • inquests or court cases • events where the deceased would have a part 	<p>The anniversary of a Critical Incident can trigger emotional responses and the school may wish, in consultation with the family, to acknowledge and commemorate the date.</p> <p>By Whom</p>
<p>Review Critical Incident response and amend plan</p>	<p>Once the school has returned to normal functioning it is important to reflect on the response to the incident including what went well and what lessons can be learned. This can be used to evaluate and amend the Critical Incident Management Plan.</p> <p>By Whom</p>