



## Critical Incident & Disaster Recovery Plan

**Type of School:** *Secondary Student Referral Unit*

**Students:** *Mixed*

**Number of Students Registered:** *Up to 60*

**Age range of students:** *11 – 16*

**Emergency Services access:** *Off Dukes Avenue through wooden gates*

**School operating hours:** *9am – 3.30pm*

**Extended school activities:** *After school boxing club*

**External clubs:** *None*

A disaster recovery plan is a formal written document which sets out how the management team should deal with the control of specific hazards or incidents. The objective of this plan is minimum disruption to normal work activities and limiting the damage to the good name of the school.

The disaster recovery plan should be held on the school premises with a copy at the home of each member of the recovery management team.

**There are basically two types of disaster to consider:**

- disaster to property
- disaster to personnel; this would include consideration of accidents during school trips

The numbers involved in the recovery management team will depend on the size and type of the school.

The constitution of the disaster recovery team will vary depending on the type of disaster but would consist of the following staff members: -

CORE RESPONSE TEAM MEMBER	Responsibilities
<b>Head of Recovery Team</b> Head teacher (Samantha Axbey)	Overall command
<b>Welfare</b> Deputy Head Teachers (Alison Vigor & Louise Barnes)	Responsible for issues relating to welfare of students and staff
<b>Logistics</b> Business Manager (Laura Dandy)	Responsible for all logical operations relating to the particular emergency situation, e.g. finding



	emergency contractors (plumbers / electricians) or arranging alternative staff / transport
<b>Communications</b> Head Teacher (Samantha Axbey)	Responsibility for compiling, clearing and delivering information / communication. This person should liaise with Kingston Communications Team / Press Officer to ensure effective media liaison
<b>Facilities</b> School Business Manager (Laura Dandy)	Responsible for issues relating to school premises and buildings
<b>Scribe (Log gist)</b> Marie Sunervo / Maura Davies	In addition to team members keeping their own logs, another member of staff should keep a log of events

**Additional members:**

- Chair of governors – Robert Green
- SENCO – Ayse Osman
- Director of Children’s Services / representatives from AFC – Chris Penfold
- Off-site Trip/Activity Co-Ordinator – Suzanne Bryant
- Engie - (Premises Management)

The Head Teacher, or in her absence, either the Deputy Head teacher or Business Manager, will take overall responsibility for the school’s response to an emergency.

AREAS OF RESPONSIBILITY

(LIST 1 – Immediate response)

HEAD TEACHER / SCHOOL BUSINESS & PREMISES MANAGER

- inform the emergency services
- evacuate buildings – grab bag to be taken \*\*
- immobilise utilities
- ensure access by emergency services
- liaise with the emergency services
- contact the local authority / Engie regarding premises issues



- contact insurance department
- contact services and suppliers

#### HEAD TEACHER / DEPUTY HEAD TEACHER

- take a roll call
- contact staff and parents
- decide on the next step, for example close the school, seal off an area
- ensure that communication with the media is effective; for local authority schools, this will almost certainly mean working closely with the local authority media team (see below for more consideration of this matter).

#### AREAS OF RESPONSIBILITY

##### (Secondary response)

#### HEAD TEACHER / DEPUTY HEAD TEACHER

- contact parents
- inform students
- meet with support services
- meet with relevant parents and carers

#### HEAD TEACHER / SCHOOL BUSINESS MANAGER

- inform chair of governors and local authority children's services
- inform all members of the recovery team
- inform staff
- liaise with emergency services
- liaise with the media, including making use of a prepared statement for the press; as noted above, for local authority schools, this will almost certainly mean working closely with the local authority
- ensure continuing function of the school as normally



## CRITICAL INCIDENT PLANNING: -

### **1 - Preparation**

- *grab bag to be taken from Front Office*
- *meeting point for the disaster recovery team is the Head Teachers Office*
- *dedicated phone numbers (101 to receive calls & 112 to make calls)*
- *evacuation plan*
- *procedure to send students home and to advise parents*

### **2 - Activation of plan**

Activation of the School Emergency Plan –Following the notification of an incident, the first priority is to safeguard students and staff and alert the Emergency Services, if required. After this Kingston’s Emergency Planning team should be informed – they can provide support, advice and organisation.

### **3 – Emergencies on Educational Visits (Activation)**

Where any group is on an educational visit, the group should be aware of who to contact in an emergency (Trip Co-ordinator).

The Trip Co-ordinator must have, readily available, written details of the visit, including a list of all involved, contact arrangements with the group, and contact details for parents and staff next-of-kin. It is essential that arrangements will work after hours, at weekends and during school holidays if visits are taking place at these times.

### **4 – Emergencies on Educational Visits (Implementation)**

Where the group on an educational visit has an emergency their first priority is that of safeguarding the students. All emergency procedures relating to the place that they are visiting should be followed and all instructions from any emergency services.

Any injuries should be dealt with and if any students need hospitalisation a member of staff should accompany them to the hospital.

Once it is safe to do so the Lead Trip Organiser or member of staff should telephone the Trip Co-ordinator (at Malden Oaks Office) to advise them of the situation and to obtain advice on how to proceed.

### **5 – Stand-down and Recovery**

When the emergency is over; emergency services have left the school, or in the case of an incident on a school trip, when students and staff have returned home, and media interest has subsided, the school can begin the recovery process.



Head teachers should work with the LA to develop a recovery plan for the school. A range of support will continue to be available from the LA, and a useful document to consult is the 'School Emergencies – Recovery Documentation'.

## **PLANNING FOR DISASTER RECOVERY: -**

### **Emergency School Closure**

The decision to close the school will usually be taken by the Head teacher and Governors. Occasionally local and central government may also recommend this course of action (e.g. in the event of a public health incident).

When to take the decision to close is important; it must balance the benefits of an early decision (avoiding unnecessary journeys and providing parents / carers with enough time to arrange childcare) against the drawbacks (finding that the situation is not as bad as initially feared).

Students and parents / carers will be notified of a school closure at the earliest possible opportunity through our Teachers 2 parents text/email system.

In some instances, it is possible for a school to remain partially operational. In such an event lessons will be prioritised for those students who are taking exams or who are at a particularly important stage in their education.

### **School Site Information and Hazard Assessment**

An up to date plan of the school showing location of cut off valves and switches for gas, water and electricity can be found in the 'Grab Bag' that is taken out with the office staff in case of emergency. This also includes details on how to reset the fire alarm

Specific hazards or risks associated with the school:

- Large boiler room/machinery
- Regular offsite activities for students
- Chemicals stored – Science Room and Café Kitchen area
- Asbestos in building (a copy of the Asbestos plan is included within the Grab Bag).

### **Emergency Contacts**

An emergency Contact list can be found within the school 'grab bag' including out of hours contact numbers for R.B.K. & Engie who have full access.

Additional out of hours contacts: *Head Teacher & School Business & Premises Manager*



Contact details for staff & Students are kept via Teacher2Parents system that can be accessed offsite with appropriate passwords.

## Communications

### *External Communications*

Main Contact Numbers: 020 8289 4664 or 4665

If necessary calls can be made from mobile numbers (as above).

### *Communicating with Parents / Carers*

An early decision should be made about how to inform parents / carers. Bear in mind the speed with which rumours circulate. However, in the case of a fatal incident, the police will normally inform the parents of the child or children involved.

If an emergency happens at a school, or the school may be closed for any reason (e.g. severe weather), this will be communicated via the Text2Parents system and through the school website. If there is a high volume of calls that are likely to hamper staff dealing with the emergency the voicemail message system will be utilised to communicate the required message.

## Evacuation and Shelter Plan

The Evacuation plans (showing routes and assembly points) can be found around the school together with instructions on what to do in the event of emergency.

The school has a security system in place to limit the risks of intruders both at the front entrance and a swipe system to gain entry to all classroom areas.

## Business Continuity

In the event of loss of catering facilities – FSM students could be provided with cold food/sandwiches and Year 11 students would be able to purchase food locally. We have 3 separate kitchen areas within the school so the risk of total loss is minimised and the provision of a fridge/oven would allow us to provide basic lunches for students.

***In the event of loss of the building*** – Priority would be given to educating students and we would work with the Local Borough / AFC to identify a site that could be utilised in the short term to allow students to be educated and staff/students would be timetabled accordingly in the venue/s available until such time as the building was available/safe.

Critical Function	Practical Function
Potential impact on school if interrupted:	<i>Students would not be provided with education. Major disruption effecting the</i>



	<i>reputation of the school and its ability to deliver an education service</i>
<b>If the service was not provided what would be the impact?</b>	<i>High - School Closure</i>
<b>Resources required for restoration:</b>	
<b>Staff:</b>	<i>Builders and engineers including materials (if building can be repaired. Contact with RBK/AFC to seek temporary accommodation to minimise impact.</i>
<b>Data / IT / systems:</b>	<i>Enough admin support equipment to support some functions at other sites (at least 4 telephones and 6 laptops/computers) Some functions can be done from home by remote access which is already in place.</i>
<b>Premises: (Alternative site - Malden Oaks Pupil Referral Unit, Surbiton Children’s Centre, Alpha road, Surbiton)</b>	<i>If alternative sought, it must be fit for purpose; e.g. a building that has enough separate areas to act as classrooms and have separate facilities for males and females. The building must also have the appropriate level of security. Needs to have catering and transport infrastructure. We would restructure the timetables to ensure critical student work is treated as a priority and supported.</i>

**In the event of loss of ICT** – daily backups are made and stored on a hard-drive within the school as an initial guard against deletion etc. Additionally, the data is backed up with an automated cloud based storage system provided by Atom wide.

### **Influenza Pandemic Plan**

The DfE advise that “schools should prepare for a flu pandemic as part of their general emergency planning and ensure that these are shared with staff and, as appropriate, parents”. Detailed guidance for schools on planning for a human influenza pandemic schools is available from the DfE and we would follow guidance from them and the NHS in the event of this situation.

Guidance on influenza and when schools should close in a pandemic will be issued by central government and passed on to schools via the LA. However, the final decision to close will still rest with the Head teacher and governors.



## **Intruders, Bomb Threats and Suspect Packages**

All visitors to the site are requested to sign in and are issued with visitor passes and anyone unaccompanied is issued a visitor packs that give a map of the building and key information including the evacuation procedure. Only known personnel and those that require access to doors are issued with a swipe card. Any person who is not known and/or is not a regular visitor should be supervised at all times if students are also on site. It is the responsibility of the School Business Manager to upkeep the Central Register and any person that has not shown/logged their DBS certification on the register should not be allowed to work unaccompanied in school hours.

The front office should be made aware of any expected visitors and if any visitors are likely to be walking around or working externally on the building all staff should be informed at briefing. Should any staff become aware of any individual in/outside the building who is unknown and not wearing the correct 'visitor' identification they should, if the individual is unarmed and it appears safe to do so, ask the person who they are and escort them to the front office to obtain the correct pass/identification. If there is any doubt about safety approaching the individual, then immediately alert the front office and/or the School Business Manager/Head Teacher who will take the next steps to identify the individual or decide on action to ensure staff/student welfare (including calling emergency services to remove).

In the event of a bomb threat office staff are equipped with guidance to follow and will try to gain any details of the caller / nature of the threat. They will then advise the head teacher / members of SLT who will make the decision on how to evacuate the building. Everyone will be escorted from the main assembly point further off the site to a safe distance. The emergency services will be called to deal with the situation.

Any unattended packages should be treated with suspicion if not easily identified as student's/staff belongings. Do not attempt to remove and alert members of the Senior Leadership who will make a decision on how to proceed.

## **Log Keeping**

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or the response to the incident is lost. The records should be retained after the incident for future reference.

***Each member of staff involved in dealing with the emergency should log decisions made, telephone calls made and received, and tasks carried out. Log sheets are provided as part of the Grab bag for this purpose and to serve as a prompt to what information may be useful.***



## **KEY ACTIVITIES TO ENSURE WELFARE OF STUDENTS AND STAFF**

### **Preparation**

Recovery begins at the earliest opportunity following the onset of a school emergency. It continues until the disruption has been rectified and the needs of those affected (directly and indirectly) have been met.

### **Within 24 – 48 hours:**

- Hold briefing meetings for staff, students, parents / carers
- Restore normal functioning and service delivery as soon as possible
- Plan reintegration of students/ staff
- Explore opportunities for affected staff and students to talk and / or have a safe space to reflect
- Statutory reporting of accidents
- Keep parents / carers informed through letters, meetings and website.
- Consult with Educational Psychology Service if it is felt that their support would be beneficial

### **Within the first month:**

- Consult and remain sensitive to the wishes of any victims' families
- Encourage parents to participate in meetings to discuss students' welfare and any changes
- Keep open contact for those affected and other concerned parents / carers, staff and students
- Arrange opportunities for staff and students to talk, e.g. possibly with trained professionals
- Set up a room for regular meetings of support groups
- Talk about any victims sensitively but do not fail to mention them
- Consult with families over memorial services, charity, use of any money donated etc.
- Give students the opportunity to express themselves through music, art, writing & drama
- Arrange / attend condolences / memorial service, opportunities for families to visit schools
- Identify students who are suffering from behavioural changes and possibility of prolonged stress
- Monitor emotional / psychological and physical health of school staff
- Review school emergency response, policy and procedure and identify any lessons learnt

### **In the longer term:**

- Monitor students and staff for signs of delayed or prolonged stress – contact relevant services
- Plan for and be sensitive to occasions which might mean people relive the experience

## **Emotional and psychological responses and impact following a school emergency**

It is a normal and understandable human reaction to experience emotional and psychological distress in the immediate aftermath of a school emergency, and can be best understood as a human response to inordinate adversity. In the majority of cases this distress remits over time without formal intervention;



nevertheless, some individuals can experience sustained difficulties. Research indicates that the key to preventing chronic post traumatic difficulties is providing appropriate support in the aftermath of such events.

The table below outlines the range of possible reactions to a traumatic situation that are considered within the norm for individuals experiencing traumatic stress.

### Normal effects / reactions to a traumatic situation

Emotional Effects	Cognitive Effects	Physical Effects	Interpersonal effects
Shock	Impaired concentration	Fatigue / exhaustion	Increased relational conflict
Terror	Impaired decision making ability <sup>3</sup>	Insomnia	Social withdrawal
Irritability	Memory impairment	Cardiovascular strain	Alienation
Blame	Disbelief	Startle response	Impaired work performance
Guilt	Confusion	Hyper-arousal	Decreased satisfaction
Grief or sadness	Nightmares	Increased physical pain	Distrust
Emotional numbing	Decreased self-esteem	Reduced immune response	Externalisation of blame
Helplessness	Headaches		Externalisation of vulnerability
Loss of pleasure derived from familiar activities	Gastrointestinal upset		Feeling abandoned / rejected
Difficulty feeling happy	Decreased appetite		Over-protectiveness
Vulnerability to illness			

### Understanding and reactions to grief according to age

#### Adolescents

- Fully understand the finality, universality and inevitability of death.
- May feel a range of emotions, e.g. guilt, regret, anger, loneliness etc.
- Death adds to the already confused array of emotions linked to puberty
- May appear not to care about death
- May seek support outside of family



### **How to help:**

- *Offer time to listen*
- *Allow them to express their grief in their own way*
- *Be prepared for mood swings*

It should be remembered that for children and young people with special educational needs, their understanding of what has happened is likely to be in line with their overall developmental age. It is important that the reactions detailed in the table / bullets above are used for means of normalising them rather than anthologising them. It is important to help students, staff and parents / carers to recognise the normalcy of most stress reactions to traumatic incidents. Mild to moderate stress reactions during school emergencies and early post-impact of emergencies are highly prevalent. Practical information advising people that their feelings are within the normal range of reactions to abnormal circumstances can be of much benefit in the days and weeks after the incident.

### **Risk factors for individuals**

In any single event there will be differential experiences and degrees of vulnerability to emergency impacts. Psychological research has contributed much to our understanding of risk factors for individuals and identified those more likely to be vulnerable to adverse stress reactions after traumatic events. Studies have highlighted that certain events may not be stressful to the same degree for all involved. Rather, what makes an event stressful is the individual's appraisal of the event. This is influenced by personal factors (e.g. personal history and personality) as well as the particularities of an incident. The extent to which an individual feels supported also makes a difference; this being where both formal / organised and informal social networks within the community become significant. It is important to ensure appropriate monitoring procedures are in place so any individuals who require assistance can be identified and supported.

This could include those who:

- Were injured
- Were uninjured, but at great risk
- Witnessed the event
- Are related to those involved
  
- Are friends with those involved?
- Blame themselves
- Are being blamed by others
- Are experiencing instability at home
- Have pre-existing emotional / behavioural difficulties
- Have previously suffered bereavement or loss
- Have witnessed a similar incident before



## **Support school staff can provide**

Key findings from research into major emergencies include the fact that the psychological and social impacts on those affected by such events are many and varied. As well as including grief, trauma, stress and other forms of loss-related reactions, the evidence suggests that children, young people and their families are generally resilient and demonstrate the ability to adapt, adjust and recover after such events. The ability to cope is related to a range of pre-emergency, within-emergency, and post-emergency risk factors. Information and activities which normalise reactions, protect social resources and signpost further sources of support are fundamental to good psycho-social response. The linking of both emotional and practical support is especially important to note and understand following a school emergency, not least because it is often misrepresented as 'counselling'. School staff will play an important role in supporting students as they recover from an incident but they should not provide or be expected to perform a counselling role. Support based on providing basic emotional and practical assistance and reassurance is what is most needed at this stage. The emphasis on interventions should be on empowerment, that is to say drawing upon resilience and building strengths, capabilities and self-sufficiency while at the same time making available appropriate mental-health (e.g. EPS, FASS or CAMHS) and other services that complement individual, family and community-based coping strategies.

It is important to remember that school staff will need support if they are to be effective at caring for students as dealing with crises can be an enormously stressful experience. The effect on staff should not be underestimated as in some cases it may be more significant than the impact on students. Kingston Educational Psychology Service (EPS) are able to offer support in the event of a school emergency. This could include:

- Advice on short-term and long-term support arrangements
- Guidance on the grieving / trauma process
- Advice on identifying particularly vulnerable individuals
- Support for school staff
- Links to other organisations which can provide assistance

## **Undertaking a review following a school emergency**

It is vital that following recovery and restoration there is a review at a whole school level. As part of this process it is particularly important to identify lessons from the incident and subsequent recovery. The best method of doing this is by asking staff and governors to attend an after action review.

An after action review should aim to identify:

Malden Oaks



Dukes Centre  
Dukes Avenue  
Kingston KT2 5QY

020 8289 4664

- Aspects of the response which worked particularly well
- Aspects of the response which could have been improved
- Improvements that should be made to the school's emergency plan
- Evaluation of the support provided by external agencies
- Additional training needs for staff

Date agreed