



Barrowby Church of England Primary School

Critical Incident and Business Recovery Plans

The following Plans should be read in conjunction with:

- Critical Incident Guidance from Emergency Planning Unit (Lincolnshire County Council)
- Section A13 School Administration Handbook
- The following school policies (as appropriate to the incident)
 - Health and Safety Policy
 - Child Protection Policy
 - Safeguarding Policies
 - Bereavement Policy
 - Educational Visits Policy
 - E Safety Policy
 - Security Policy
 - Pandemic Contingency Plan
 - Finance Policy
 - Severe weather procedures
 - Remote/Home Learning Policy

Critical Incident/Business Continuity Management Team

NAME	CONTACT DETAILS	ADDRESS
Len Batey Headteacher	01572 768048 07943 177200 Len.batey@barrowby.lincs.sch.uk	9 Harrington Road South Witham Lincs NG33 5SJ
Tabitha Ward Deputy Headteacher	07787 532576 Tabitha.ward@barrowby.lincs.sch.uk	White Cottage, Church Street, Foston, NG32 2LG
Steven Clark Chair of Governors	07875 146804 Steven.clark@barrowby.lincs.sch.uk	163 Barrowby Road, Grantham, Lincolnshire, NG31 8AJ
Thomas Liddiard School Business Manager	07305659387 Thomas.liddiard@barrowby.lincs.sch.uk	97 Barrowby Gate, Grantham, NG31 8RB
Tanya Walton Caretaker	07946 551481 Tanya.walton@barrowby.lincs.sch.uk	23, The Drifts, Barrowby, NG32 1DQ

Essential Information

The information and contacts below are common to the Critical Incident Plan, and Business Recovery Plan.

First Contact Point

Emergency Planning Unit (LCC) in all instances out of hours, and during office hours where an immediate, multi-agency response is needed by the school.

During office hours 01522 552222

Out of hours 01522 888111

Vinci Premises Adviser – 24hr Helpdesk 01522 836222

EMERGENCY SERVICES: 999
Grantham Police Station: 402222

LCC EMERGENCY RESPONSE:

Joint Emergency Management Service (JEMS)

Lincolnshire Fire and Rescue Headquarters

South Park Avenue

Lincoln

Lincolnshire

LN5 8EL

Tel: 01522 58222 Fax: 01522 519318 Email: jems@lincoln.fire-uk.org

www.lincolnshireprepared.co.uk

STAFF/PUPIL LISTS HELD BY: ParentmailPMX (web based) Pupil contact folder in school

CONTACT ON/AT: via internet

SITE INFORMATION

KEYS/ACCESS/SITE PLANS HELD BY: Len Batey and Tanya Walton

UTILITIES

Gas
Electricity
Water

LOCATION

External meter cupboard
Meter in cupboard near top entrance
Water meter outside school entrance

HELD BY

Tanya Walton/School
School
Anglian Water

ICT

Ark ICT: Sam Law

Mobile:07506 074314 Office: 01775 720252

COMMUNITY

Barrowby Church Kate Waghorn 01476 564482 Claire Thomas 07916 164425

Parish Council: Mrs Ruth Clements :07932 168 330 or 07917 273 665

Barrowby Memorial Hall (Evacuation Point): Mrs Joanne Eaton Tel. 07764 762360 or
email: bmhallbookings@outlook.com



Barrowby Church of England Primary School

Critical Incident Management Plan

September 2025

Introduction

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 County Council Children's Services and it will be practical to contact the County Council immediately.

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

A Critical Incident Management Team may comprise the following staff :-

Headteacher
Deputy Headteacher
Members of SLT
Chair of Governors
Caretaker

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

- i. Fire/flood
- ii. Health risk – outbreak of contagious illness/disease
- 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

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

Before undertaking any other actions the first priority must always be to ensure the safety of all personnel at risk from the incident.

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 County Council 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 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 – may need to take advice from the Police and County Council especially if there is the possibility of legal liability. CIMT may wish to send a letter to parents, 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 Police and County Council 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 and families need to visit the scene of the incident to understand how to deal with repercussions in terms of children's fears, etc
2. Managing staff – support needs to be organised 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 may 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 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 informed – it may be appropriate to produce a leaflet for parents 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 LEA, 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 compiled 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.

Useful Additional Reading

'Wise before the Event'	by William Yule and Anne Gould
'Grief in Children'	by A Dyregrov
'On the Death of a Child'	by C Hindmarch
'The Forgotten Mourners'	by M Pennells and S Smith
'Helping Children cope with grief'	by R Wells
Video – 'The morning I went to school'	available from Sue Smith, Social Work Dept, Northampton Gen Hospital
'Death and Loss – compassionate approaches in the classroom'	by O Leaman
'Good Grief 1 – exploring feelings, loss and death for under 11's'	by B Ward and Associates

Appendix A

KEY TASKS AND ACTIONS IN A SCHOOL INCIDENT MANAGEMENT PLAN - DETAIL

These are the typical tasks and actions that a school may need to undertake to manage an incident.

PHASE I: IMMEDIATE ACTIONS

Actions 1 –7 should be undertaken straight away.

The order in which these actions should be undertaken will be determined by the needs of the situation.

Action 1 - Implement the School Incident Management Plan

- Persons with lead responsibility to be released from all duties
- Collect school's incident management plan and contact numbers
- Open a log of events, actions and times (See Resource Sheet 1: Incident log)
- Establish an independent telephone line (e.g. mobile, phone line in a nearby building, etc).

Recording what has happened in a log of events with times and details of actions and criminal proceedings taken will be important for any subsequent inquiry, which could range from an internal school/LA inquiry to a formal inquiry with legal implications such as a Coroner's inquiry, criminal proceedings, or an insurance claim. Those involved may be required to give a statement to Police and/or attend court as a witness. The original contemporaneous record of events and actions is crucial in these circumstances.

Action 2 - Assess continuing risk, ensure safety of all children & adults

- Contact emergency services as appropriate
- Enter in incident log all decisions and actions (dated and timed)
- If off site, establish arrangements for reuniting children, adults and staff with their families
- Determine that adults and staff involved in the incident are safe to drive or take public transport or whether they need collecting or transportation
- Criminal proceedings.

Action 3 - Obtain information about the exact nature of the incident

- When and where incident occurred
- Names of children and adults involved in the incident including those who witnessed it
- Nature of any injuries/fatalities sustained. Hospitals where injured have been taken
- Names of adults with injured children/adults
- Actions undertaken by emergency services, including arrangements for caring for children/adults who do not require hospital treatment
- Locations of the uninjured
- Remaining hazards at the scene
- Collect relevant pupil/staff lists and contact numbers as appropriate
- If telephone contact, note relevant number(s).

Action 4 - Contact Emergency Liaison Officer or a Senior Children's Services Officer

- Agree with the Emergency Liaison Officer whether Children's Services needs to initiate the critical incident protocol and/or other actions as appropriate.

For Out of Hours Incidents:

- Contact the County Council Emergency Planning Unit, through Fire & Rescue Control (01522 888111) and the duty officer will ring you back (ensure you leave a contact number), discuss the situation and agree on a course of action.

Action 5 - Mobilise the School Incident Management Team

- Brief the School Incident Management Team
- Clarify tasks, make plans and assign roles
- Set up timetable of meetings to review management of incident. (the ELO may be present - see Action 8)
- Advise Chair of Governors.

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

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

It may be necessary, particularly in a small school, to enlist outside help, e.g. governors, local religious/community leaders, GPs, police, etc, if there are a large number of parents to be contacted and supported. Some families/parents may need to be brought to school to receive information about the incident.

Action 7 - Brief staff, governors, pupils, parents and other members of the school community and the faith representative if a religious school

- Contact and brief Chair of Governors, request that they inform all other governors. Hold briefing meetings for all teaching and non-teaching staff, consider setting up a schedule of meetings, such as break times, beginning/end of day to keep staff informed and updated. (e.g. Issue a prepared statement for all parents (See Resource Sheet 2: Sample letter - informing parents)
- If a press statement is required, take advice from the Police and County Council's Communications Team (01522 552305). A prepared statement should give the known facts of the situation, initial actions that the school is taking and appropriate expressions of sympathy and concern (See Resource Sheet 3: Pupil meetings - informing pupils)
- Inform all pupils in the most appropriate way
- Ensure that staff tasked with telling children are able to undertake this task. Make special arrangements to protect and support staff, adults and children who were close in any way to those affected. (See Resource Sheet 3: Pupil meetings -informing pupils)
- Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.

PHASE II: MANAGED RESPONSE

Action 8 - Plan management of incident (with Emergency Liaison Officer and other agencies as appropriate)

- Meet with the Emergency Liaison Officer, School Incident Management Team /other agencies as appropriate
- Review plans, clarify tasks, assign roles and make further plans accordingly
- Ensure that school and other agencies' actions are properly co-ordinated
- Establish timetable of meetings to review the management of the incident
- Clarify criteria for withdrawal of outside agencies at appropriate stage
- Seek further advice from the Emergency services if required.

Action 9 - Set up arrangements to deal with enquiries

- At the earliest opportunity and certainly before speaking to any representative of the media, contact the Police and/or County Council's Communications Team (01522 552305)
- Ensure that all media contacts are directed to the agreed Press Officer who could be a senior police officer or the County Council's Senior Media Officer.

NAMES OF THOSE INVOLVED IN THE INCIDENT SHOULD NOT BE RELEASED OR CONFIRMED TO THE MEDIA OR OTHER CALLERS UNTIL THE POLICE HAVE CONFIRMED THE IDENTITY AND THE PARENTS AND FAMILIES HAVE BEEN INFORMED AND HAVE GIVEN PERMISSION

- Consider providing a written statement for the person answering the telephone (see notes on Action 7)
- Caution staff about talking to the media
- Organise additional staff to deal with phone enquiries and people coming to the school
- Designate areas for parents, media and others
- Avoid too many people in any space
- Ensure that an entry is made in the incident log of all contacts.

Action 10 - Make arrangements to support children and adults

- Identify those children, adults and staff who are most likely to be in need of support. (See Resource Sheet 4: Identifying individuals who may be vulnerable)
- Arrange for school staff/support agencies to provide support. (See Resource Sheet 5: Emotional distress - supporting the individual pupil) It is good practice to inform and/or seek consent from parents/carers where their child is to be involved with an outside agency. (See Resource Sheet 6: Sample letter to parents - arrangements for counselling children)
- Ensure that pupils, adults, staff and parent/carers are aware of the support arrangements that school is making and how these are accessed
- Consider setting aside and staffing, an appropriate area for children who are becoming too distressed to continue with their lessons
- Consider setting aside and staffing, a further area for people coming into school who are distressed.
- Detailed advice is available in "A Practical Response to Grief and Loss" (The Lilac Book) issued to schools previously through the Educational Psychology Service.

In addition to the individuals directly affected, children and adults who are most likely to suffer distress as a consequence of an incident are those who :-

- Are uninjured, but were at greatest risk
- Directly witnessed death/injury/violence as part of the incident
- Are siblings

- Have any possible perceived culpability for what has happened however indirect or incorrect (i.e. those who may blame themselves and/or those who may be blamed by others)
- Are experiencing instability at home
- Have learning difficulties
- Have pre-existing emotional and behavioural/mental health difficulties
- Are vulnerable due to cultural and/or language difficulties
- Have previously suffered bereavement or loss.

If the school has to close, ensure all staff and parents are briefed on the arrangements for the collection of children. Supervise children being collected and make arrangements for those who are not able to be collected. Ensure that staff and parents are clear as to the arrangements for re-opening of the school:-

- Consider holding a staff meeting with support agencies to discuss appropriate management strategies for distressed children
- Plan how to manage distress that may be caused by ongoing police/legal proceedings and media attention
- Give children permission individually and collectively to discuss what has happened and their reactions

Deal sensitively with open expressions of distress. Allow children to discuss what has happened in lessons where they clearly wish to do this. Do not discourage them from talking.

- Consider putting on a special class session to give pupils information about the grieving process and to enable them to talk through their experiences
- Plan appropriate support for staff to enable them to cope with children's questions
- Ensure that all staff including those co-ordinating the school's response do not neglect their own need for support
- Schedule staff co-ordinating the school's response to be 'off duty'
- Ensure staff are alert to physical and/or emotional change or any other signals of distress among staff as well as children. (See Resource Sheet 8: Emotional distress - signs and symptoms)
- Refer staff, adults and, with parental consent, children to outside agencies for support.

Action 11 - Make arrangements for personal effects, registers and area of school affected

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

PHASE III - RESTORATION TO NORMALITY

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

- Make arrangements to express support/sympathy to families, children and adults who have been hurt or bereaved
- Make arrangements to support the plans that the family may have for a memorial
- Make plans for attendance at funerals. Find out if school representatives are welcome. Ensure that school representatives feel able to cope with these tasks
- Make arrangements for someone from school to visit injured in hospital or bereaved at home

- Consider sending cards and messages from children and staff to children, adults and staff affected
- Consider organising a special assembly/service to acknowledge collectively what has happened and how the school is coming to terms with this. Consider involving local religious leaders. Consult with families of individuals affected
- Consider setting up an area in the school where writing, artwork or other mementos can be dedicated to individuals affected.

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

- Home visit by class/form teacher/member of staff to discuss arrangements for return, perhaps visits or part time attendance
- Planned support for emotional need such as comments and questions from other pupils
- Consider permission for pupils to remove themselves from lessons to go to an agreed place if they are becoming distressed
- Support for possible physical needs such as mobility difficulties or disfigurements
- Rota of home visits from school friends
- Where appropriate, organise work to be sent home prior to return
- Brief staff and children on how best to support individuals returning to school
- Identify and make arrangements to differentiate work, manage missed course work and any special arrangements necessary for exams. Adjust work loads for members of staff returning to school
- Make any other arrangements for adjustments to school curriculum necessitated by the incident.

Action 14 - Plan memorials and commemorations

- Consider an appropriate memorial, taking into account the wishes of those who were involved or bereaved such as, special garden, tree, furniture, painting, sculpture, photograph or a memorial prize
- Appeals and donations are a complex area and advice should be sought from the British Red Cross (See Appendix A Contact Telephone Numbers)
- Discuss how to mark anniversaries, perhaps a commemorative service/assembly, concert or display
- Brief staff who subsequently join the school about the incident, also about the long term emotional needs of children and staff affected by it.

PHASE 1 – IMMEDIATE ACTIONS	PHASE 2 – MANAGED RESPONSE	PHASE 3 – RETURN TO NORMALITY
<p>Actions 1-7 in Critical Incident Guidance To be undertaken straight away, in the order to be determined by the needs of the situation.</p> <p>ACTION 1 – Implement Incident Management Plan (IMP)</p> <ul style="list-style-type: none"> • 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 <p>ACTION 2 – Assess risks, ensure safety</p> <ul style="list-style-type: none"> • 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 <p>ACTION 3 – Gather Information</p> <ul style="list-style-type: none"> • 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 <p>ACTION 4 – Inform County Offices</p> <ul style="list-style-type: none"> • Contact LCC via Emergency Liaison Officer or designated alternative • Agree whether LCC needs to initiate Critical Incident Plan <p>ACTION 5 – Mobilise Schools Incident Management Team (SIMT)</p> <ul style="list-style-type: none"> • 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 <p>ACTION 6 – Contact Families</p> <ul style="list-style-type: none"> • 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 <p>ACTION 7 – Information Update</p> <ul style="list-style-type: none"> • Brief staff and governors, pupils, parents 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 	<p>Actions 8-11 in Critical Incident Guidance</p> <p>ACTION 8 – Plan Management of Incident</p> <ul style="list-style-type: none"> • 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 <p>ACTION 9 – Arrangements for dealing with enquiries</p> <ul style="list-style-type: none"> • 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 / media / others to avoid overcrowding • Maintain log – key events and contacts <p>ACTION 10 – Arrangements for support</p> <ul style="list-style-type: none"> • 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 <p>ACTION 11 – Arrangements for personal effects, registers and areas of school affected</p> <ul style="list-style-type: none"> • 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) 	<p>Actions 12-14 in Critical Incident Guidance</p> <p>ACTION 12 – Expression of sympathy</p> <ul style="list-style-type: none"> • 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 of memorial • Arrange for school rep. To visit ill/bereaved • Cards and messages from pupils/adults • Special assembly or service • Special area for dedicated display <p>ACTION 13 – Return of those involved to school</p> <ul style="list-style-type: none"> • 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 and 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 <p>ACTION 14 – Memorials and commemorations</p> <ul style="list-style-type: none"> • 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 <hr/> <p>GLOSSARY OF ABBREVIATIONS</p> <p>IMP – Incident management Plan (School) SIMT – Schools Incident Management Team LCC – Lincolnshire county Council CIRT – Critical Incident Response Team</p>

BUSINESS CONTINUITY PLAN FOR



Barrowby Church of England Primary School

SCHOOL NAME: Barrowby Church of England Primary School

ADDRESS: Church Street, Barrowby, Grantham, Lincs NG32 1BX

TELEPHONE: 01476 56612

E-MAIL: enquiries@barrowby.lincs.sch.uk

APPROVED ON:

RESPONSIBLE PERSON: Stephen Clark/Len Batey
(Plan Owner)

HEAD: Len Batey

A handwritten signature in black ink, appearing to read 'L Batey', written over a light blue rectangular background.

CHAIR OF GOVERNORS: Stephen Clark

A handwritten signature in black ink, appearing to read 'S Clark', written over a light blue rectangular background.

REVIEW DATE: September 2025

1. Introduction:

- 1.1. The Business Continuity Plan makes provision for recovery from a potentially disruptive event by identifying risks, and key roles and tasks to be performed to minimise disruption and restore services as soon as possible.
- 1.2. The following (non-exhaustive) list indicates some of the circumstances in which the Plan may be required.
 - Pandemic flu, or other outbreak of disease (in conjunction with the Pandemic Policy and Health and Safety Policy) resulting in disruption to staffing or school closure.
 - Severe weather over a prolonged period (see also Severe Weather Procedures) which affected opening, or normal running of the school.
 - Prolonged loss of essential services, eg. Heating, lighting, water
 - Fire, resulting in all or part of the building being unusable
 - Theft or vandalism of essential equipment.
 - Prolonged failure of computer and or internet services
 - Terrorist acts
 - Any other problem affecting pupils, parents or staff which affects ability to provide normal service.

2. Business analysis

The health, safety and wellbeing of pupils and staff is always our first priority.

Provided there are no issues regarding the above, the aim of the Plan is to restore/continue the normal school timetable, or an appropriately adapted timetable, as soon as possible.

The above risks may result in a disruption to:

2.1 Staffing

- The school has provision (through Supply Agencies) to provide teaching and other staff in the event of staff absences. All Agencies used have provided a

copy of the Safeguarding Policy and provide staff who have been appropriately vetted.

- In the event of a major pandemic, affecting many schools, supply agencies may not have sufficient staff to cover sickness absence. In that event, the BCMT would meet to consider available options.

2.2 Data

- Staff and pupil details are held on Integris, and ParentmailPMX, both of which are web based. This ensures access to data in the event of school premises being unavailable. In the event of computer/internet failure hard copies of essential information, e.g. contact details for pupils and staff, are held in school.
- ARK ICT Solutions in school (see contact details) and would be contacted to facilitate a restoration of services/recovery of data.
- Financial data is web based via Business World On. In the event BW On being unavailable at school level, the BCMT would liaise with SERCO/Lincolnshire County Council. Any major loss of central services would be dealt with under their BCMP.
- School Fund records are held manually and on the school server. Cash/cheques in school are held in a fire resistant safe.

2.3 Premises

- In the event of all or part of the school site being unavailable for a prolonged period other venues to be considered would be: Sports Pavilion on Low Road; Memorial Hall, on High Road; Reading Room in Church Street; other local schools.
- Minor disruption would be dealt with by reorganising the use of space within school e.g. if a classroom was unusable, classes could be relocated to the Old School Room, or Staff Room.
- In the event of time limited failure of services (e.g. loss of power, heating or water) it might be necessary to close the school in the short term, pending a renewal of services, or availability of other premises.

2.4 Internet Connectivity

- In the event of losing internet connectivity the administration department will contact ARK ICT Solutions via mobile telephone to get the school telephone diverted onto a staff member's mobile telephone to minimise disruption and maintain normal service.
- If we are expecting the internet to be unavailable for a prolonged period then an email will be sent (via a member of the admin team's mobile phone) on ParentmailPMX informing parents that there is a problem with the school's internet connection and that they should contact the school via telephone until this situation is resolved.

3. School Closure

In the event of a full or partial school closure e.g. pandemic the following actions may be taken:

3.1 All Teaching Staff

- Teaching staff are able to work from home and will use Microsoft Teams for data storage and communication with other staff members.
- Teaching staff can access Integris and MyConcern from home and should access these for pupil information and to log any safeguarding concerns they may have.
- Meetings will be held via Microsoft Teams
- Teaching staff will use Microsoft Teams and the class pages on the website to provide work for the children to access during any periods of school closure or partial closure. (see Remote/Home Learning Policy)
- Parent/Teacher consultations will be held via Schoolcloud.
- Parents can contact class teachers via class email addresses.
- Teaching staff are to maintain regular contact with all children in their classes to ensure well being.

3.2. Administration Department

- Staff can work from home and continue to answer telephone calls and respond to emails remotely.
- The answer machine message will be amended accordingly.
- Admin staff will communicate and store data on Microsoft Teams if working off site.
- Meetings will be held via Microsoft Teams.

CRITICAL INCIDENT/BUSINESS CONTINUITY ACTION LOG – 4 WEEKS

DAY 1 - ACTIONS

ACTION	DONE	BY	NOTES/ISSUES OUTSTANDING	DONE	BY
Staff/pupil list checked/reconciled					
Inventory of equipment reconciled					
Essential contacts made					
CIMT/BCMT engaged					
Every action logged on sheet					
Premises, equipment, staffing assessment complete					
Information in/out system/contacts established and working					
WEEK 1 (DAYS 1 TO 7)					
Assessment of capacity to recover completed			Detailed sub plan completed by:		
Timescale for resumption of activity established by BCMT			Detailed timetable established and owned by:		
Alternative premises sourced if necessary			Detailed tasks list completed and personnel allocated		

LA or other liaison established and plan shared					
All essential data recorded and available					
Equipment and premises made					
Health & Safety assessment of new arrangements carried out			Assessment available to BCMT		
Daily communication to parents and all stakeholders established					
WEEK 2 (DAYS 8 TO 14)					
Assessment of ability to resume business group to BCMT and approved			Any tasks to complete to be time scheduled by LB		
Report on all areas of the business given to Governing Body			The report should cover all areas of the schools activities		
Timetable for staged resumption of normal activity is established and agreed					
Responsibility for each area is established and accepted					
Schedule for resumption of normal activities is communicated to all parents and stakeholders			Publish the schedule		
Daily briefings continue					
WEEK 3 (DAYS 15 TO 21)					
If activities not fully resumed, explain why and set out new schedule					

Daily briefings continue			These should build on and consolidate earlier communications		
Clear targets set for return to 'normality' in each area of activity			Dates/aims etc		
Outstanding issues preventing or slowing return to normality are identified and addressed			These are logged and actioned by LB/AM		
Address any issues for staff, students , parents					
Weekly de-brief					
WEEK 4 (DAYS 22 TO 28)					
If normal activity not resumed or fully resumed, a strategy to deal with this is agreed					
Repeat of earlier actions to achieve normality					

Appendix A - Contacts

LINCOLNSHIRE COUNTY COUNCIL	
Head of Education Support	01522 553213 (Office hours)
School Liaison Officer	01522 554884 (Office Hours)
Director of Children's Services Office	01522 553201 (Office hours)
Duty Emergency Planning Officer	01522 582220 (Office hours)
	01522 888111 (Outside office hours, request a call back)
Communications Team	01522 552305
Educational Psychology Team	01522 553341
	<p>Grief and loss: A support pack for schools, including guidance documents, helpful website links and leaflets is available directly from the Education</p>
Employee Support and Counselling Service (School Employees)	01522 555440
Health and Safety Helpline	01522 836713
	01522 836717
	07793 187663
Advice for schools may be found in the LCC Health and Safety manual, available at:	
Passenger Transport Unit	01522 782020
LCC Insurance Manager	01522 553675 (LCC or buy-back only)
Educational Visits	Tel: 01522 553209 Fax: 01522 516033
	Email: evsupport@cfbt.com
The latest Educational Visits Policy and Guidance, including model policies and template letters for schools can be accessed at: http://lincolnshire.cfbt.com/en-GB/Behaviour-and-Safety/Advisory-	
VINCI-Mouchel Property Service Centre	01522 836222 (LCC or buy-back only)
24hour helpdesk	
LCC's Employee Support Counsellor (Staff)	01522 555440 (LCC Schools Only)
EMTET (Ethnic Minority & Traveller Education Team)	01427 787190

TEACHER ASSOCIATIONS

National Association for Primary Education	01604 647 646
NUT	020 7388 6191
NASUWT	0121 453 6150
Association of Teachers and Lecturers	0207 930 6441
National Association of Headteachers	0300 30 30 333
Association of School and College Leaders	0116 299 1122
UNISON	0800 171 2193

RELIGIOUS ORGANISATIONS

Diocesan Education Trust	01522 504051
Lincoln County Hospital Duty Chaplain	01522 573080
Roman Catholic - Nottinghamshire Diocesan Board of Education	01332 293833
Islamic Association of Lincoln	01522 543103

Lincoln Jewish Minyan
info@lincolnjewishminyan.org.uk

LOCAL SERVICES AND ORGANISATIONS

Lincolnshire Centre for Grief & Loss
27 Tentercroft Street Lincoln
LN5 7DB
Tel: 01522 546168 Fax: 01522 546172

Specialist Family Practitioner Team
01476 464259 (Monday-Friday 09:00 – 17:00)

NATIONAL ORGANISATIONS

CRUSE Bereavement Care

0870 167 1677 (national rate) Website: www.crusebereavementcare.org.uk
www.rd4u.org.uk (a site for young people)

Telephone counselling service for those who are bereaved and those who care for bereaved people.

Can offer referrals to local Cruse branches and other bereavement and counselling services throughout the

Winston's Wish Family Line
0845 2030 405 (local rates)
Website: www.winstonswish.org.uk
Information and guidance for families of bereaved children.
Can provide contact details for local groups which support bereaved children

The Samaritans
Confidential emotional support for anyone in a crisis
www.samritans.org

Survivors of Bereavement by Suicide
Phone: 0115 944 1117

Childline
0800 1111 (free phone) National help line for children

British Red Cross National Office
0870 170 7000
Advice on memorials and donations

National Society for Prevention of Cruelty to Children
0808 800 5000

Critical Incident and Business Recovery Plan Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, annually.

Last reviewed: September 2025
Next review: September 2026