BUSINESS CONTINUITY MANAGEMENT PLAN

Hall Green Secondary School
Southam Road
Hall Green
Birmingham
B28 0AA

Detailing arrangements for:
Incident Management
Business Continuity
Recovery and Resumption of Normal School Activity

Last updated September 2020
Approved by Governors 15 September 2020

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1.0 ABOUT THIS PLAN

Aim

The aim of this plan is to help the Headteacher and school staff to respond to incidents that disrupt the daily operation and smooth running of normal business. This will be achieved by:

- Creating an awareness of the need for planned arrangements to be made
- Providing re-assurance of the practical help that is available from other agencies at short notice
- Passing on advice based upon previous experience
- Giving guidance on other sources of information and help.

The Headteacher is responsible for ensuring testing of plans and reviewing/updating annually or if any significant staff changes occur - whichever happens first.

1.1 Document Control

Date	Revision/Amendment Details & Reason	Author
November 2013	Creation and distribution of this plan	B Campbell
November 2014	Revision and distribution of this plan	D Adams
December 2015	Revision and distribution of this plan	D Adams
December 2016	Revision and distribution of this plan	D Adams
October 2017	Revision and distribution of this plan	D Adams
December 2018	Revision and distribution of this plan	D Adams
October 2019	Revision and distribution of this plan	D Adams
September 2020	Revision and distribution of this plan	D Adams

1.2 Plan Purpose

To provide a flexible response so that Hall Green Secondary School can:

- Respond to a disruptive incident (incident management)
- Maintain delivery of critical activities during an incident (business continuity)
- Return to 'business as usual' (resumption and recovery)

This plan addresses activities undertaken directly by the school in fulfilling its statutory duties, legal and contractual obligations

1.3 Plan Owner

The Headteacher is this plan's Owner and responsible for ensuring that it is maintained, exercised and updated annually.

1.4 Plan Distribution

This Business Continuity Plan is distributed as follows:

NAME	ROLE	ISSUE DATE
David Adams	Headteacher	September 2020
Manjit Shellis	Chair of Governors	September 2020
Andy Simson	Deputy Headteacher	September 2020
Michael Hosfield	Deputy Headteacher	September 2020
Pauline Evans	Assistant Headteacher	September 2020
Shelley Paxton-Gault	Assistant Headteacher/Health & Safety Officer	September 2020
Barry Seel	Building & Site Supervisor	September 2020
Paula Elliott	Headteacher's PA	September 2020

1.5 Plan Storage

All parties on the distribution list, see above, are required to safely and confidentially store a copy of this plan at their regular place of work **and** off-site.

Information Security

In the event of a business interruption, all reasonable steps must be taken to ensure that consideration is given to safeguarding and protecting data, both manual and electronic.

Personal Information

In order for this plan to be effectively managed it will need to contain personal contact details of individuals. The following guidance is provided to assist in ensuring that only necessary personal information is contained with this plan.

Employees:

- Contact details related to work emails, phone numbers or mobile phones can be included.
- Contact details related to personal emails, home addresses and home or personal mobile phones should only be included if:

    (a)   These details are considered necessary in order for the plan to be activated;
    (b)   The employee has been consulted and has agreed to their inclusion.

Non-school employees who need to be contacted on activation of this plan will need to:

    (a)   be informed of the information being included;
    (b)   consent to the information being included;
    (c)   be advised who will have access to this information.

Contact details of employees and non-school employees contained within this plan will only be used in the event of this plan being activated. Use of this information is not permitted for any other purpose.

1.6 Plan Review Schedule

This plan will be updated as required and formally reviewed annually.

Awareness of Business Continuity Management (BCM) should be embedded within the school's management culture. General information, advice and guidance will be issued as appropriate. Key staff within the school may need to be offered specialist Business Continuity Management training as and when operational requirements determine the need.

2.0 PLAN ACTIVATION

2.1 Circumstances

This plan will be activated in response to an incident causing significant disruption to the school, particularly the delivery of key/critical activities.

Examples of circumstances triggering activation of this plan include:

- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption
- Loss of critical systems e.g. ICT failure, power outage
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency with the School in the emergency service's cordon preventing access, school facilities in use for General/Local Elections, severe weather scenarios or utilities failure
- Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical school activity such as your catering provider or any providers of transport e.g. for SEN pupils
- The occurrence of a 'Critical Incident'. A 'Critical Incident' can be defined as
  - A large scale or major incident which impacts on the whole school and local community and which results in major involvement of one or more emergency services.
  - A sudden or traumatic incident which impacts on a significant number of staff and/or pupils.

School Activities

The school has identified the activities it undertakes that are critical to its operations. Inability to maintain these will diminish the reputation of the school.

The school is primarily focused on the preparation and delivery of lessons throughout the school year. It may be possible to differentiate the level of criticality based on the age profile of pupils and proximity to key examinations (GCSE etc.).

Other activities, e.g. Registration of Attendance and Maintenance of Attendance Records, may be statutory requirements which must be undertaken on a frequency basis, e.g. daily, weekly etc.

For education to be provided there needs to be (but not limited to):

- Site Security
- Dry, Safe and Warm learning spaces
- Sufficient staff – management, teaching and support staff
- Teacher resources
- Toilet provision for staff and pupils
- Dining provision or provision of food brought in from off-site
- Staff car parking.

<u>Dynamic Assessment</u>

During periods of disruption, the Headteacher/Business Continuity Manager may re-determine the priority of actions on the basis of immediate need and availability of resources. The following priorities should be addressed at all times during activation of this Plan:

- pupil and staff safety;
- maintaining provision of education and pupil welfare; and
- minimising financial loss.

2.2   Responsibility for Plan Activation

A member of the nominated **School Incident Management Team** will normally activate and stand down this plan.

Notification of a business interruption may originate from any source although it is envisaged that it will come from site staff during occupation or from one of the emergency services during unoccupied periods. It is essential that the Headteacher is contacted when a major emergency is declared.

2.3   Activation Process
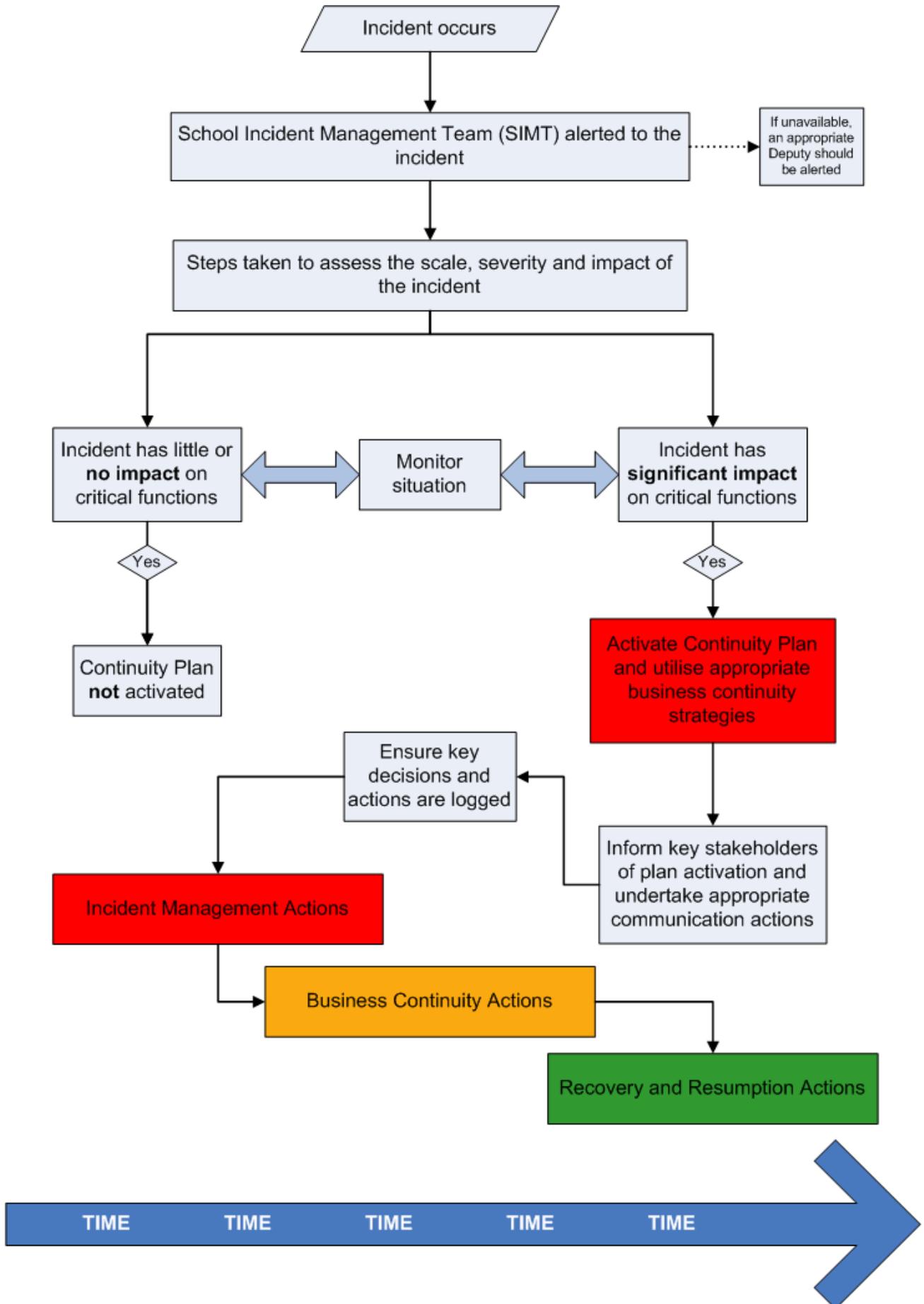
3.0 ROLES AND RESPONSIBILITIES

3.1 School Incident Management Team

Role	Responsibilities	Accountability/ Authority
Headteacher	- Senior responsible owner of Business Continuity Management in the school - Ensuring the school has capacity within its structure to respond to incidents - Determining the school's overall response and recovery strategy - Business Continuity Plan development - Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc. - Involving the school community in the planning process as appropriate - Plan testing and exercise - Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved - Training staff within the school on Business Continuity - Embedding a culture of resilience within the school, involving stakeholders as required	The Headteacher has overall responsibility for day-to-management of the school, including lead decision-maker in times of crisis.
School Incident Management Team *(including Headteacher)*	- Leading the school's initial and ongoing response to an incident - Declaring that an 'incident' is taking place - Activating the Business Continuity Plan - Notifying relevant stakeholders of the incident, plan activation and ongoing response actions - Providing direction and leadership for the whole school community - Undertaking response and communication actions as agreed in the plan - Prioritising the recovery of key activities disrupted by the incident - Managing resource deployment - Welfare of pupils - Staff welfare and employment issues	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

The following staff have been identified as the School's Incident Management Team:

Name	Role	Contact Details	
David Adams	Headteacher Media Coordinator Stakeholder Liaison	Mobile Number: Email Address:	07986291053 d.adams@ hallgreen.bham.sch.uk
Andy Simson	Deputy Headteacher	Mobile Number: Email Address:	07840290817 a.simson@ hallgreen.bham.sch.uk
Michael Hosfield	Deputy Headteacher	Mobile Number: Email Address:	07751122833 m.hosfield@ Hallgreen.bham.sch.uk
Pauline Evans	Assistant Headteacher	Mobile Number: Email Address:	07807081744 p.evans@ hallgreen.bham.sch.uk
Shelley Paxton-Gault	Assistant Headteacher	Mobile Number: Email Address:	07740 411728 s.paxton-gault@ hallgreen.bham.sch.uk

3.2   Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Role	Responsibilities	Accountability/Authority
Incident Loggist (record keeper)	• Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately	Reporting directly to the Headteacher or School Incident Management Team.
Media Coordinator	• Collating information about the incident for dissemination in press statements	The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media.
Stakeholder Liaison	• Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): ‑ Governors ‑ Parents/carers ‑ Key service providers ‑ School transport providers ‑ External agencies e.g. emergency services, Health and Safety Executive (HSE) etc.	All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher (or school Incident Management Team if the Headteacher is unavailable).

Building Services Supervisor	- Undertaking duties as necessary to ensure site security and safety in an incident - Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure - Lead point of contact for any contractors who may be involved in incident response	Reporting directly to the Headteacher or School Incident Management Team.
Network Manager	- Ensuring the resilience of the school's ICT infrastructure - Work with the Business Continuity Coordinator to develop proportionate risk responses	Network Manager reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reporting to the School Incident Management Team.
Recovery Coordinator	- Leading and reporting on the School's recovery process - Identifying lessons as a result of the incident - Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development	Is likely to already be a member of the School Incident Management Team, however will remain focussed on leading the recovery and resumption phase. Reports directly to Headteacher.
Health and Safety Officer	- Ensuring action taken in response to an incident complies with Health & Safety legislation - Advising on risk assessment during an incident	

The following School staff have been identified as people who may be able to undertake additional roles in your response to an incident:

Name	Role	Contact Details	
David Adams	Media Co-ordinator & Stakeholder Liaison	Mobile Number:	
		Email Address:	@ hallgreen.bham.sch.uk
Maruf Khan	Network Manager	Mobile Number:	07923 626287
		Email Address:	m.khan@ hallgreen.bham.sch.uk
Barry Seel	Building Services Supervisor	Mobile Number:	07983401266
		Email Address:	caretakers@ hallgreen.bham.sch.uk
Sharon Stokes	Assistant Building Services Supervisor	Mobile Number	07849885924
		Email Address:	caretakers @hallgreen.bham.sch.uk
Susan Batty	Catering Manager	Mobile Number	07581151844
		Email Address:	u91033 @compass-group.co.uk
Paula Elliott	Headteacher's PA	Mobile Number	07522441968
		Email Address:	p.elliott @hallgreen.bham.sch.uk
Shelley Paxton-Gault	Assistant/Headteacher and Health & Safety Officer	Mobile Number	07740411728
		Email Address:	s.paxton-gault @hallgreen.bham.sch.uk

3.3   The Role of Governors

Role	Responsibilities	Accountability / Authority
Governing Body	• Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents • Undertaking actions as required to support the school's response to a disruptive incident and subsequent recovery • Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable • Monitoring and evaluating overall performance in developing school resilience and reporting to parents/carers	Liaison with the Headteacher or School Incident Management Team in response to a crisis. Reporting progress in developing Business Continuity Plans to parents/carers

3.4   Role of Emergency Services and Other Support Services

In any critical incident, the involvement of the emergency or 'blue-light' services are crucial and their role is of paramount importance. Police, fire, ambulance and coastguard have priority over all other outside agencies.

In the event of a major emergency, which are thankfully extremely rare, affecting a proportion of the city (e.g. an air crash), the Birmingham Resilience Team (BRT) which is made up of officers from the City Council, the Police, Fire Services and the NHS will co-ordinate responses in conjunction with the emergency services.

The Home Office Publication 'Dealing with Disaster' Revised Third Edition[1] details the following responsibilities of the emergency services:

Police

The police will normally co-ordinate all the activities of those responding at and around the scene of a land-based emergency. The saving and protection of life is the priority, but as far as possible the scene must be preserved to provide evidence for subsequent enquiries and possibly criminal proceedings. Once lifesaving is complete, the area will be preserved as a scene of crime until it is established as otherwise (unless the emergency results from severe weather or other natural phenomena and no element of human culpability is involved). Where practicable the police, in consultation with other emergency services and specialists, establish and maintain cordons at appropriate distances. Cordons are established to facilitate the work of the other emergency services and support organisations in the saving of life, the protection of the public and the care of survivors.

Fire

The primary role of the fire service in a major emergency is the rescue of people trapped by fire, wreckage or debris. They will prevent further escalation of an incident by controlling or extinguishing fires, by rescuing people and by undertaking other protective measures.

They will deal with released chemicals or other contaminants in order to render the incident site safe or recommend exclusion zones. They will also assist the ambulance service with casualty handling and the police with recovery of bodies.

The fire service is likely to take the lead on health and safety issues for personnel of all agencies working within the inner cordon. However, in the event of any situation which is, or which is suspected to be, the result of terrorism, police will assume overall control and take initial responsibility for safety management, but the main responsibility for rescuing people and saving lives remains with the fire service.

Ambulance

Ambulance services have responsibility for co-ordinating the on-site National Health Service response and determining the hospital(s) to which injured persons should be taken, which may depend on the types of injuries received. The officer of the ambulance service with overall responsibility for the work of the ambulance service at the scene of a major incident is the Ambulance Incident Officer (AIO).

The ambulance service, in conjunction with the Medical Incident Officer and medical teams, endeavours to sustain life through effective emergency treatment at the scene, to determine the priority for release of trapped casualties and decontamination in conjunction with the fire service, and to transport the injured in order of priority to receiving hospitals. The ambulance service may seek support from Voluntary Aid Societies (British Red Cross, St John Ambulance and St Andrew's Ambulance) in managing and transporting casualties.

Coroner

Coroners have responsibilities in relation to bodies lying within their district who have met a violent or unnatural death, or a sudden death of unknown cause. They have to determine who has died, how, and when and where the death came about. This function is regardless of whether or not the cause of death arose within their district. They normally undertake this duty at a formal inquest (though if the incident results in a public inquiry chaired by a judge, a full inquest).

In a few tragic cases, it has been known for the Coroner's Office to contact schools or other establishments and services for information. This has usually been where identification of children has proven difficult or impossible, particularly after a fire. It might be the case that the coroner is sparing the parents' feelings by obtaining information that might help identify children from another source but staff and managers are not immune from the effects of realising the full horror of a tragedy and have sometimes found such enquiries very distressing. It is particularly important that colleagues talk through their feelings about this either with a trusted colleague or a trained counsellor.

Health Services

Clearly, medical and para-medical personnel are present at major emergencies involving death, injury or trauma and provide follow up treatment and care. The clinical psychology service also can provide counselling for people suffering trauma in the aftermath of critical incidents in the community.

People Directorate – Key Roles

In the event of a major emergency, declared as such by the Chief Executive, the People Directorate's role is to provide short term practical support and assistance to victims, relatives and friends in rest centres and elsewhere. This includes emergency housing, feeding, transport as well as listening and giving emotional support. Should the emergency take place in a school, staff who primarily deal with adults would work closely with children's services to co-ordinate their input and draw on their specialised skills and abilities. In the longer term, the Directorate may provide specialised counselling services to victims.

The Strategic Director – Directorate for People will link directly with the City Council Emergency Planning Officer in the event of a major emergency affecting the city.

Of key importance are the following:
- to ensure that the social and psychological support services include staff who have a special understanding of the needs of children, and are able to work with them and with those who are in daily contact with them, including parents, teachers and youth workers;
- to ensure that staff in schools directly affected by disasters are given adequate support in orders to help the children and their families;

- to organise appropriate support for all staff members.

The School and Governor Support Co-ordinator will:
- co-ordinate the input of the children's services to schools following a critical incident. Schools should contact this officer as soon as possible following a critical incident;
- inform all services of their respective roles in helping schools following critical incidents;
- ensure all support services receive appropriate training and that this is regularly updated;
- be responsible for informing schools about disruption to normal services from support services while these are responding to a critical incident;
- liaise with the relevant School Support Manager with respect to communication with the media, governors and parents.

The lead officer for Educational Psychology will:
- ensure consultation is provided on the management of the aftermath of the critical incident for the headteacher and senior staff;
- assist the headteacher to decide what information to provide to staff, pupils and parents and how this could be communicated;
- ensure staff are advised and supported in managing distressed pupils, colleagues and parents;
- liaise closely with other support services working within the school;
- provide advice on such issues as 'getting things back to normal' and commemorating the event;
- arrange for appropriate support for staff and pupils affected on a group or individual basis as considered appropriate;
- in consultation with the social care colleagues and health service officers, arrange for direct crisis counselling for pupils and staff if appropriate;
- arrange for direct psychological advice to staff on the management of children following a critical incident if considered appropriate by the school;
- where required, ensure a recording system is in place to log work being done by support services in school and indicate outstanding tasks for them to complete;
- consult with psychiatric and other health services as appropriate;
- negotiate with the headteacher the extend of Educational Psychology involvement following a critical incident and, where needed, ensure long term help is arrangement for pupils and staff affected.

Integrated Access Teams will:
- provide a single contact of contact for professionals and members of the public who want to seek support or raise concerns about a child.

The Press Office will:
- deal with all enquiries from the news media;
- attend the school if necessary and deal directly with reporters.

Birmingham City Council Health and Safety Team will:
- undertake accident Investigation;
- support you in undertaking post incident risk assessments;
- review site security;
- liaise with and provide support in dealings with Enforcement Authorities (Police, HSE, Fire).

4.0 INCIDENT MANAGEMENT

> **Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt school activities e.g. computer virus, flu pandemics, a pre - planned strike, forecast for heavy snow or a power outage etc.**

4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

- Protect the safety and welfare of pupils, staff, visitors and the wider community
- Protect vital assets e.g. equipment, data, reputation
- Ensure urgent and necessary communication takes place
- Support the business continuity phase
- Support the recovery and resumption phase.

4.2 Incident Management Actions (also see Appendix J for Action Sheet)

	ACTION	FUTHER INFORMATION/DETAILS	ACTIONED? *(tick/cross as appropriate)*
1.	Make a *quick* initial assessment: • Survey the scene • Assess (i.e. scale/severity, duration & impact) • Disseminate information • If incident is off-site what is the location and contact details of an appropriate adult • Any injuries – children or staff?	Gather and share information to facilitate decision-making and enhance the response *A full impact assessment form can be found in Appendix B*	☐
2.	Call the emergency services (as appropriate)	**TEL: 9-999** Provide as much information about the incident as possible Log time of contact and which emergency service requested. Police Fire Ambulance	☐

	ACTION	FUTHER INFORMATION/DETAILS	ACTIONED? *(tick/cross as appropriate)*
3.	• Evacuate the school building, if necessary. • Consider whether it may be safer or better for the welfare of pupils to stay within the school premises and congregate at a relative place of safety indoors. • If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical school activities • Notify relevant stakeholders of site evacuation. Inform local residents by a member of the SIMT going door–to-door. • If smoke is an issue consider risk to local railway track.	• Use normal evacuation procedures for the school including arrangements for staff/pupils with special needs • Refer to linked policies for building evacuation or whole site evacuation for procedures to follow. • If the decision is to stay within the school, ensure the assembly point is safe and take advice from emergency services as appropriate • Contact Network Rail if appropriate to inform them if smoke might obscure vision.	☐
4.	Ensure all pupils, staff and any school visitors report to the identified assembly point.	The normal **assembly poi**nt for the school is the playground. The **alternative assembly point** for the School is the large field at Sarehole Mill.	☐
5.	Check that all pupils, staff, contractors and any visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contactors and visitors as a priority.	Normal evacuation procedures i.e. staff lists, pupil registers and signing in/out books for school visitors	☐
6.	Ensure appropriate access to site for emergency service vehicles.	Ensure any required actions are safe by undertaking a dynamic risk assessment	☐
7.	Establish a contact point for all supporting personnel.	Consider the availability of staff and who may be best placed to communicate information	☐
8.	Identify School Incident Management Team to undertake specific emergency response roles.	*Information on roles and responsibilities can be found in Section 3.0*	☐
9.	Contact City Council/Officers.	*Karen Davies* *School Support Manager* *0121 303 8394/07771339061 or* *Amanda Daniels* *Head of Educational Psychology* *0121 464 1364/07766925152*	

	ACTION	FUTHER INFORMATION/DETAILS	ACTIONED? *(tick/cross as appropriate)*
10.	Ensure a log of key decisions and actions is started and maintained throughout the incident. Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping.	*The Log template can be found in Appendix A* This information should be held securely as it may be required by emergency services or other agencies either during or following the incident	☐
11.	Contact families of those involved. Give emergency numbers as necessary.	Phone numbers may not be accessible if ICT network is affected.	☐
12.	• Take further steps to assess the impact of the incident • Agree response/next steps • Is the incident impacting on local house, railway track, South and City College?	Continue to record key decisions and actions in the incident log *The impact assessment form can be found in Appendix B.*	☐
13.	Log details of all items lost by pupils, staff, visitors etc as a result of the incident, if appropriate.	*A form for recording this information is in Appendix C*	☐
14.	Consider the involvement of other teams, services or organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance.	Depending on the incident, the following teams may be approached to assist with incident management: • Education Psychology Service • South Network Head teachers • EFA • Birmingham City Council • Education Transport • RPA • South and City College.	☐
15.	If appropriate, arrange contact with the media.	Establish a media area if necessary.	☐

	ACTION	FUTHER INFORMATION/DETAILS	ACTIONED? *(tick/cross as appropriate)*
16.	Assess the key priorities for the remainder of the working day and take relevant action.	Consider actions to ensure the health, safety and well-being of the school community at all times. Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc. to ensure the impact of the disruption is minimised. *Business Continuity Strategies are documented in Section 5.3* Consider the School's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure. Consider transport home for Resource Base pupils. Ensure transport companies are contacted and informed of new arrangements.	☐
17.	Ensure staff are kept informed about what is required of them.	Consider: • what actions are required • where staff will be located • Notifying staff who are not currently in work with details of the incident and actions undertaken in response	☐
18.	Ensure pupils are kept informed as appropriate to the circumstances of the incident.	Consider communication strategies and additional support for pupils with special needs. Consider the notification of pupils not currently in School. • Parents will be contacted directly by phone/text • information will be put on the school website. • local media will be contacted to inform the local community of the situation.	☐

	ACTION	FUTHER INFORMATION/DETAILS	ACTIONED? *(tick/cross as appropriate)*
19.	Ensure parents/carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Agree arrangements for parents/carers collecting pupils at an appropriate time. Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update. Parents will be texted to make them aware that an incident is taking place.	☐
20.	Ensure Governors are kept informed as appropriate to the circumstances of the incident.	Governors will be contacted by telephone. The frequency of reporting to Governors will be dependent on the gravity of the situation.	☐
21.	Consider the wider notification process and the key messages to communicate	Local radio to broadcast key messages	☐
22.	Communicate the interim arrangements for delivery of critical school activities.	Ensure all stakeholders are kept informed of contingency arrangements as appropriate Parents will be contacted directly by phone/text and information will be put on the school website. Local media will be contacted to inform the local community of the situation. Inform interim arrangements e.g. key stakeholders, customers, suppliers etc.	☐
23.	Log all expenditure incurred as a result of the incident.	Record all costs incurred as a result of responding to the incident *The Financial Expenditure Log can be found in Appendix D*	☐
24.	Seek specific advice/ inform RPA as appropriate.	Insurance Policy details can be found in the Bursars office and copies are held in grab bags. RPA 0113 246 2040	☐

5.0   BUSINESS CONTINUITY

5.1   Purpose of the Business Continuity Phase

The purpose of the business continuity phase of your response is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. This may involve activation one or more of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some 'non critical' activities may need to be suspended at this time.

5.2   Business Continuity Actions

	ACTION	FUTHER INFORMATION/DETAILS	ACTIONED? *(tick/cross as appropriate)*
1.	Identify any other stakeholders required to be involved in the business continuity response.	Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners	☐

2.	Evaluate the impact of the incident.	Take time to understand the impact of the incident on 'business as usual' school activities by communicating with key stakeholders to gather information.
		
		Consider the following questions:
		• Which school activities are disrupted?
		• What is the impact over time if these activities do not continue?
		• Would the impact be:
		  - Manageable?
		  - Disruptive?
		  - Critical?
		  - Disastrous?
		• What are current staffing levels?
		• Are there any key milestones or critical activity deadlines approaching?
		• What are your recovery time objectives?
		• What resources are required to recover critical activities?
			☐

	ACTION	FUTHER INFORMATION/DETAILS	ACTIONED? *(tick/cross as appropriate)*
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies. (See section 5.3)	Consider: • Immediate priorities • Communication strategies • Deployment of resources • Finance • Monitoring the situation • Reporting • Stakeholder engagement Produce an action plan for this phase of response.	☐
4.	Log all decisions and actions, including what you decide not to do and include your decision making rationale.	Use the Decision and Action Log to do this. *The log template can be found in Appendix A*	☐
5.	Log all financial expenditure incurred.	*The Financial Expenditure Log can be found in Appendix D*	☐
6.	Allocate specific roles as necessary.	Roles allocated will depend on the nature of the incident and availability of staff	☐
7.	Secure resources to enable critical activities to continue/be recovered.	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc.	☐
8.	Deliver appropriate communication actions as required.	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders e.g. staff, parents/carers, Governors, suppliers, Local Authority, central government agencies etc.	☐

5.3   Business Continuity Strategies

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. supply teachers, office staff etc.	Cover Coordinator is responsible for providing supply teachers. Supply agencies also provide temporary non-teaching staff.
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave.	Relevant CPD progression pathways, preparing middle leaders for senior roles.

3.	Using different ways of working to allow for reduced workforce, this may include:
	  • Larger class sizes (subject to adult and child ratios)
	  • Use of Teaching Assistants, student teachers, Learning Mentors etc.
	  • Virtual Learning Environment opportunities
	  • Pre-prepared educational materials that allow for independent learning
	  • Team activities and sports to accommodate larger numbers of pupils at once.
		Use of hall and other areas if groups need to be combined. HoDs and SMT to provide cover work as necessary. If circumstances demand, reduce the school day and/or operate a rota of attendance for pupil groups. Contact South and City College for possible extra rooms

4.	Suspending 'non critical' activities and focusing on your priorities.	
5.	Using mutual support agreements with other Schools	
6.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	To be considered when recruiting new staff.

	Arrangements to manage denial of access to your premises or loss of utilities	**Further Information** (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other Schools.	South Network Partnership Contacts see Appendix I
2.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises.	South and City College would assist in an emergency.
3.	Virtual Learning Environment opportunities	
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises portfolio.	Isolating of smaller blocks if appropriate. Isolating parts of the main block if appropriate.
5.	Off-site activities e.g. swimming, physical activities, school trips.	

	Arrangements to manage loss of technology/telephony/data/power	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Information with regards to key school data, network systems etc.	Details stored on a memory stick in safe in Bursars office
2.	Revert to paper–based systems e.g. paper registers etc.	Please refer to ICT procedures as above
3.	Flexible lesson plans.	
4.	Emergency lighting.	

	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers.	
2.	Ensuring all external providers have Business Continuity Plans in place as part of contract terms.	
3.	Insurance with Department for Education's risk protection arrangement (RPA).	In place for total rebuild, RPA Contact: Gallagher Bassett Wentworth House Turnberry Park Road Gildersome Leeds LS27 7LE Telephone: 0113 2462000 Fax: 0113 2462051 Email: UK.RPA@gbtpa.com
4.	Insurance cover – minibuses.	In place with our Broker Alford Burton: Paul Ecclestone Telephone: 0121 449 4901 Fax: 011449 8273 Email: paul@alfordinsurance.co.uk
5.	Using mutual support agreements with other schools.	South Network group of schools
6.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it.	

6.0 RECOVERY AND RESUMPTION

6.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practices for the School as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

6.2 Recovery and Resumption Actions

	ACTION	FUTHER INFORMATION/DETAILS	ACTIONED? *(tick/cross as appropriate)*
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	☐
2.	Respond to any ongoing and long term support needs of Staff and Pupils.	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of Counselling Services	☐
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect. Parents will be contacted directly by phone/text and information will be put on the school website. Local media will be contacted to inform the local community of the situation.	☐
4.	Carry out a 'debrief' of the incident with Staff (and possibly with Pupils). Complete a report to document opportunities for improvement and any lessons identified.	The incident de-brief report should be reviewed by all members of the School Incident Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the School.	☐
5.	Review this Continuity Plan in light of lessons learned from incident and the response to it.	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan is read by all members of the Business Continuity Team	☐

7.0 APPENDICES

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Appendix A

Log of Events, Decisions and Actions				
Completed by			**Sheet Number**	
Incident			**Date**	
Time	**Log Details**			
24hr clock	**What happened:**			
	Where:			
	Who was involved:			
	Casualties (if any)/pupils or staff in need of support:			
	Action taken: (including contact with City Council Officers)			

Appendix B

Impact Assessment Form			
Completed By		**Incident**	
Date		**Time**	

Question	Logged Response		
How were you made aware of the incident?			
What is the nature of the incident? (e.g. type, location & severity)			
Are there any staff or pupil casualties or fatalities? (Complete casualty/fatality sheets if needed)			
Have the emergency services been called?			
Is the incident currently affecting School activities? If so, which areas?			
What is the estimated duration of the incident?			
What is the actual or threatened loss of workforce?	Over 50%	☐	
	20 – 50%	☐	
	1 – 20%	☐	
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)			
Which work areas have been destroyed, damaged or made unusable?			
Is there evidence of structural damage?			
Which work areas are inaccessible but intact?			
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)			

Question	Logged Response
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the school's reputation?	
Other Relevant Information	

Appendix C

Lost Property Form				
Completed By		**Incident**		
Date		**Time**		

No.	Name	Status (e.g. staff, pupil visitor)	Details of possessions lost/left behind	
			What	**Where left/lost**

Appendix D

Financial Expenditure Log				
Completed By		**Incident**		
Date		**Time**		

	Expenditure Details *(what, for whom etc)*	**Cost**	**Payment Method**	**Transaction made by**

CONTENTS OF 'GRAB BAG'
(Located in Head's Office and Bursar's Office)

Section	Details
Business Continuity	Business Continuity Plan (and spares)
Organisational Information	Staff Handbook
	School branding material and stationery
	School logo (on memory stick)
Financial Information	Bank, payroll details
	Financial procedures
	Assets Register and Insurance Policy
IT/Equipment Information	Software licence agreement and key codes
	Office telephone list (for phone divert)
	Back-up rota and data restoration information
Equipment and other items	A – Z map
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Contact details for taxi/transport providers
	School floor plans

	• 1 Carry holdall/armband incident controller
	 • 1 wind up radio with LED torch
	 • 1 LED torch
	 • 1 Megaphone with batteries
	 • 20 Foil first aid blanket
	 • 2 High visibility vest
	 • 10 Emergency glow stick
	 • 1 hazard barrier tape
	 • 2 disposable respirator mask
	 • 1 Clipboard c/w waterproof labels
	 • 2 Permanent markers
	 • 1 Pair work gloves/1 protective goggles
	 • 1 Disposable camera with flash
	 • 1 Hand Sanitizer, waterless hand cleanser gel
	 • 1 Multi-Function hand tool
	 • 1 emergency rations/drinking water
	 • 2 Safety whistle
	 • 1 Notebook with pencil
	 • 1 Disaster first aid kit in sealed carton including:
	    - 6 x ambulance dressing no 4 - 20cm x 32cm
	    - 6 x ambulance dressing no 3 - 20cm x 28cm
	    - 4 x eye pad dressing
	    - 10 x triangular bandage
	    - x burnshield large dressing 20cm x 20cm
	    - 5 x low adherent dressing 10cm x 10cm
	    - x sterile swabs 7.5cm x 7.5cm
	    - x conforming bandage 7.5cm x 4m
	    - 4 x conforming bandage 10cm x 4m
	    - 100 x gauze swabs 7.5cm x 7.5cm
	    - 1 x micro-porous tape
	    - 6 x disposable glove - pair
	    - 1 x saline eyewash 500ml
	    - 1 x paramedic scissors

IDENTIFYING, EVALUATING AND MANAGING RISKS

GUIDANCE FOR COMPLETING THE RISK MATRIX:

LEGEND	
I	**Impact**
P	**Probability**
I x P	**Risk Rating**

To establish your risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1-5). Please see tables below for guidance on risk rating scores.

Impact (or Consequence)	
Description	**Indicators**
5 (Major)	The risk has a *major* impact if realised
4 (Significant)	The risk has a *significant* impact if realised
3 (Moderate)	The risk has a *moderate* impact if realised
2 (Minor)	The risk has a *minor* impact if realised
1 (No consequence)	The risk has *no consequence* impact if realised

Probability (or Likelihood)	
Description	**Indicators**
5 (Very Likely)	The risk *will* emerge
4 (Likely)	The risk *should* emerge
3 (Unlikely)	The risk *could* emerge
2 (Very Unlikely)	The risk is *unlikely* to emerge
1 (Impossible)	The risk *will not* emerge

Appendix F

Score	Risk Description	Action Required
25	Extreme Risk	▪ Immediate escalation to Headteacher for risk control activities
20 - 15	High Risk	▪ Risk to be actively managed with appropriate risk control activities
12 - 6	Medium Risk	▪ Take appropriate action to manage the risk
5 and below	Low Risk	▪ Risk to be removed from register with monitoring activity to assess changes in risk rating

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
1.	Pandemic or epidemic e.g. influenza virus, meningitis	4	3	12	Use of Supply Teachers Send some year groups home if staffing is too low.		Headteacher SMT
2.	Severe weather events e.g. high winds, snow, heat wave, drought	3	5	15	Headteacher takes a decision on whether to close school based on local weather conditions.		Headteacher SMT
3.	Power outage	4	3	12	Headteacher takes a decision on whether to close school best advice of experts.		Headteacher SMT
4.	Utilities disruption e.g. gas, electricity or water supply	4	3	12	Move pupils to parts of the site where power has not been affected.		Headteacher SMT
5.	Telephony failure	3	3	9	Use of school and personal mobiles. Use of e-mail.		Headteacher SMT
6.	Fire affecting the School premises	5	3	15	Fire and Evacuation plan is in place.		Headteacher SMT Health & Safety Officer

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	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
7.	Widespread or localised flooding	4	2	8	Headteacher takes a decision on whether to close school.		Headteacher SMT
8.	Mass staff absence e.g. industrial strikes	4	3	12	Headteacher takes a decision on whether to close school. Send some year groups home if staffing is too low.		Headteacher SMT
9.	Transport disruption	4	3	12	Use of Supply Teachers Send some year groups home if staffing is too low.		Headteacher SMT
10.	Local hazards in the area e.g. School proximity to airport, railway line, tram line, motorways, industrial sites etc.	5	2	10	Headteacher takes a decision on whether to close school		Headteacher SMT

CRITICAL INCIDENT DECISION-MAKING TOOL

Information	Issues	Ideas	Actions
*What do you know/what do you **not** know?*	*What are the problem/issues arising from that piece of information*	*What are the ideas for solving the issues/problems?*	*What are you going to do? What are you **not** going to do? Who is responsible? What are the timelines?*

Appendix H

STAFF CONTACTS LIST

COMPASS GROUP – CHARTWELLS CATERING PROVIDERS CONTACT LIST

Appendix I

PUPIL CONTACTS LIST

KEY CONTACTS LIST

CONTACT	TELEPHONE NUMBER
School Contacts	
Headteacher – David Adams	07986291053
Deputy Head – Mike Hosfield	07751122833
Building Services Supervisor – Barry Seel	07983401266
Chair of Governors – Manjit Shellis	07980672075
Vice Chair of Governors – ?	
Local Contacts	
Police	9-999 (emergencies)/9-101 (non-emergencies)
Police – your local station/community officer	9-101 ext. 7835 6225
West Midlands Fire & Rescue Services	9-999 (emergencies)/0845 5000900 (non-emergencies)
Solihull Hospital	0121 424 2000
BBC Radio WM	0121 567 6767
Heart FM (Birmingham)	0121 226 5710
Primary Care Trust – Birmingham & Solihull	0121 779 3833
Health Protection Agency	0844 2254524
Meningitis free phone number	08088010388
Birmingham City Council (Schools TESS)	0121 675 5555
South & City College	0800 1116311
Network Rail Emergencies	0345 748 4950
RPA: Gallagher Bassett	0113 2462000
Minibuses: Alford Burton (Paul Ecclestone)	0121 449 4901
Water – Severn Trent	0800 7834444
Gas – Corona	0800 111999
Electricity – EDF	0845 3004904
Gas – British Gas	0333 2029802
BT	0800 800154
Other Useful Contacts	
Foreign Office	0207 270 1500
DFE/EFA	0370 000 2288
Home Office	0207 035 4848
Bearwood Coaches	0121 429 5126
Beauford Cars	0121 784 4444
West Midlands Special Needs Transport	0121 446 6172
City Council Karen Davies	0121 303 8394/07771 339061
City Council Press Office Sarah Kirby	0121 303 3885/07920 088571
Emergency Duty for out of hours	0121 303 3287
Corporate Health and Safety Carl Bust	07766 924283/07500 125378/0121 675 0364
Communications Team Janet Priestley	0121 303 3287
Educational Psychology Service Amanda Daniels	0121 464 1364/07766 925152
Integrated Access Teams	0121 303 1888
Emergency Duty	0121 675 4806

South Network Contacts	
C Etheridge (Kings Heath Boys)	0121 464 4454
D James (Swanshurst)	0121 464 2400
L Johnson (K E VI Camp Hill for Girls)	0121 444 2150
H Reeves (Queensbridge)	0121 464 5566
D Henson (Wheelers Lane)	0121 444 2864
N Raggett (Kings Norton Girls)	0121 675 1305
M Roden (K E Camp Hill for Boys)	0121 444 3188
A Bate (Moseley)	0121 566 6444
K Reid (Lindsworth)	0121 693 5363
M Hopkins (South & City College)	0800 111 6311
R Fitzgerald (Bishop Challoner)	0121 444 4161
D Clayton (Kings Norton Boys)	0121 628 0010
N Redhead (REACH)	0121 675 8989
S Davies (Fox Hollies)	0121 464 6566
H Channa (Ark)	0121 459 4451
A Kimblin (Lighthall)	0121 744 3835
T Day (Joseph Chamberlain College)	0121 446 2200

MEDIA INTERVIEW GUIDANCE

However, if the Press Liaison Officer meets with the media the following points should be considered:

- Be prepared - try to agree an interview format to establish the questions that the interviewer wants to ask.
- You may have to think on your feet, but prepared answers could assist you.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say "no comment" and don't over-elaborate your answers.
- Requests for photos or schoolwork of pupils/staff involved should be refused.
- Try to stay composed during interviews, but especially if it is TV.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.

A2 ACTION SHEET: SUBSEQUENT ACTIONS
(HOURS/NEXT DAY/WITHIN ONE WEEK)

<u>Within hours</u>:

Contact Chair of Governors. Chair to establish cascade to inform other governors as appropriate.

Head/Deputy meet with emergency services and support service personnel.

Decide which staff are going to do what tasks and when.

Prepare written statement and letters for parents covering the following points:

- Factual information about the incident;
- What the school has already done;
- What the school intends to do in the next few days (e.g. meeting for parents);
- Where parents can find out more information (e.g. helpline);
- Practical information (e.g. closure/re-opening of school);
- Promise of further information in the near future (e.g. special assembly).

Consult the press office for advice. The statement can be used for informing the media and general public.

<u>Within 1 day</u>:

Call a meeting for staff to give detailed factual information about the incident.

Phone parents of children directly involved and send letter to all parents giving a statement about the incident.

Inform pupils appropriately about incident in small groups in consultation with EPS and other involved support services (if police allow). *Groups should be small if possible, ideally no more than 10 pupils.*

If any child has died in the incident – see Section 32 of the Birmingham Safeguarding Children Board (BSCB) child protection procedures which can be found at www.lscbbirmingham.org.uk

<u>Within 1 week</u>:

Arrange further meeting for involved staff to explore lessons learned (when police allow).

Consult EPS and other involved support services concerning care and support for pupils involved in the incident in consultation with support service (when police allow).

Promote some discussion in classes (with support services if required). *Try to achieve a balance between* responding to children's emotional needs while aiming to get things back to normal.

Identify high risk pupils and staff (i.e. those who appear to be profoundly affected by the incident) in conjunction with support services.

Identify any other needs for group or individual intervention/support.

Organise intervention/support as appropriate, in conjunction with support service.

A3 ACTION SHEET: INCIDENTS OCCURRING AWAY FROM SCHOOL IN TERM TIME (e.g. school trips)

Head obtains factual information - date logged, time logged about the incident.

Head establishes communication link with emergency services, time logged.

Establish phone/fax lines to be used.
Ensure these are likely to be free.

If school closure is to be considered, inform pupils and parents via the media if outside school hours.

A4 ACTION SHEET: INCIDENTS OCCURRING AWAY FROM SCHOOL DURING VACATION (HOME OR ABROAD)

N.B. 'Head' refers to Headteacher or person nominated to deputise.

Head to decide role school should play following an incident (e.g. Information point for parents; centre where parents can meet etc.)

Consider opening the school in order to facilitate information flow to families and pupils and to organise support for them.

Head to consider whether incident serious enough to warrant his/her travel to the scene.

Head to consider management of pupils returning to school after the vacation in terms of first assembly, memorial services etc. with advice from support staff as required.

Appendix M

LA Support and Advice

Bereavement and Loss

Children, like adults, can respond very differently to death or loss. Below are some of the possible reactions to loss but it is important to stress that some children may not show any of these at all while others display many. Age, development and personality are important factors but the quality of support they receive from family, friends and significant adults such as teachers may also affect the extent or duration of any reactions.

Possible Reaction to Loss

Behavioural effects
Any sudden change in behaviour including clinging, regression to younger behaviour patterns, obsessive or repetitive talking, lack of compliance, drug or alcohol abuse, avoidance of others and school refusal.

Cognitive Effects
Confusion about the event, difficulty in sequencing events, indecisiveness, poor concentration, loss of memory, loss of judgement and reasoning skills, decline in intellectual and academic functioning.

Physical Effects
Headaches, shock, shivering, constriction of the throat, disturbed sleep, tiredness, loss of appetite and loss of physical control.

Emotional effects
Depression, anxiety, anger, guilt, irritability, increased dreams/nightmares, fear of recurrence of the event, hyper-vigilance and over-concern for others

Socio-Cultural Issues
The culture, spiritual beliefs and life experiences of children determine in part their attitude to death or loss, which may be very different from the Western European view. It is important to be sensitive to these issues and avoid advice or suggestions which could conflict with views of the family or community as a whole. Building up a store of knowledge about these beliefs of pupils in the school will help to ensure sensitivity of staff at times of a critical incident.

If a school requires advice on the cultural, religious or language needs of pupils and families in the aftermath of a critical incident, please raise this with the first point of contact who will be able to advise on appropriate resources.

Patterns of Grief and Mourning
Once again, it is important to recognise that people differ greatly in how they grieve or mourn for a lost friend or family member. There are no hard and fast stages that individuals inevitably go through and while some come to terms with loss relatively quickly, for others the process can take several years. However, below are some of the possible feelings which children and adults may experience.
Immediate after effects:
May include shock, numbness or denial.

First few weeks and months: Anxiety guilt, anger, loneliness and yearning.
Anger may be directed at anything or anyone, including oneself, for perceived failure to act in some way that might have prevented what happened. There may be regret that there will no longer be an opportunity to say or do something with the lost friend or classmate. There are often feelings of guilt that one did or did not do something that might have made a difference in their final days. Some people may acknowledge at one level how irrational such feelings are but cannot help them occurring.

Subsequent months: Depression, sadness, apathy but also for many the start of acceptance, particularly if support is available.

Longer term: Acceptance and adaptation. This is when the feelings are no longer so intense and the individual is reconciled to new circumstances. It is characterised by being able to think of the deceased person without pain.

Responding to Bereaved Children

The age and level of cognitive development of the child can determine the length and form of response to a traumatic incident in their life. A 7 year old child may take longer to come to terms with loss than an adolescent if she/he does not have an appropriate level of understanding to appreciate the significance of the loss.

With young children (Foundation and KS1), it can be extremely helpful for someone with whom the child feels comfortable and safe to provide reassurance and explanations of the loss in terms they can understand. By around the ages of 5-6 years, most children are beginning to understand that death is irreversible and involves permanent separation. Due to their lack of experience however, some may find it hard to understand what has happened and may misconstrue events. In these early years, children may be very ego-centric and feel personally responsible for the event (e.g. 'If I hadn't been naughty, Auntie wouldn't have died'). Honest answers to questions are helpful to all ages but it is particularly important here to correct misunderstandings or false, exaggerated perceptions of what happened.

In general, research suggests that people come to an acceptance of loss if they are able to talk about their feelings and express their emotions in some way. Some children may need help in expressing their feelings and teachers can be very helpful in providing them with appropriate outlets through, for example, writing, playing music, art, sport or drama. Older children can benefit greatly from someone who is simply prepared to listen, understand and reflect on their expressions of emotion. This may be an adult but peers can be equally if not more important supporters for adolescents. It is important for adults to be guided by the child, being available when they wish to talk but respecting their right to silence. Letting the child know you are available and are there to help can be very reassuring.

References

Best, C & Mead, C 'Trauma in school: The Psychology of Helping' in Sigston, A. et. Al. (Eds.) (1996) Psychology in Practice, London, Fulton

Capewell, E. (1992) Disaster: The Role of Education. Home and School. March 3-12. Johnson, K. (1989) Trauma in the Lives of Children. Alameda, Hunter House

Resources for Schools

<u>Books for Staff</u>:

- 'The Critical Incident Management Handbook for Schools'. (2011) By Rae. T. Pub. Optimus   ISBN-978-1-906517-47-2
- 'Wise before the Event' (2006) Yule W. and Gold A. Pub: Calouste Gulbenkian Foundation.   ISBN 978-0-903319-66-9
- 'Grief in Children. A Handbook for Adults.' (1992) Dyregrov, A. Pub: Jessica Kingsley ISBN 185302-113-X
- 'Supporting young people coping with grief, loss and death.' (2006) Weymont D. & Rae, T.   Pub: Sage ISBN 1904315429
- 'The Forgotten Mourners' (1991) Smith, S. Pub: Jessica Kinglsey ISBN 1853027588
- 'Loss, change and grief: An educational perspective.' (1999) Brown, E. Pub: David Fulton ISBN 1853464651
- 'Good Grief – 1: over 11s and adults'. (1995) Ward, B. Pub: Jessica Kingsley ISBN 9781853023248
- 'Good Grief – 2: under 11s'. (1996) Ward, B Pub: Jessica Kingsley ISBN 9781853023408
- 'How to cope with childhood stress. A practical guide for teachers'. (1993) Eds. Alsop P. & McCaffrey. T. Pub: Longman ISBN 0582219531
- 'Bibliotherapy for bereaved children'. (2001) Pub: Jessica Kingsley ISBN 1843100045
- 'How it feels when a parent dies'. (1988) Krementz, J. Pub: Gollancz ISBN 0394758544
- 'Helping children cope with grief'. (1998) Wells, R. Pub: Abingdon Press ISBN 0687854709
- 'A teacher's handbook of death'. (2002) Jackson, M. & Colwell, J. Pub: Jessica Kingsley ISBN 1843100150
- 'Home-made books to help kids cope: an easy to learn technique for parents and professionals.' (1992) Zeigler, R. Pub: Magination Press ISBN 0945354509
- Helping Children to manage loss'. (1998) Mallon, B. Pub: Jessica Kingsley ISBN 1853026050
- 'Helping Children Cope with Separation and Loss'. (1994) Jewett, C. Pub: Free Association   Books ISBN 0713477660
- 'Giving Sorrow Words; Managing Bereavement in Schools'. (1999) Killick, S. & Lindeman, S. Pub: Lucky Duck. (Includes video). ISBN 1873942729
- 'Grief in school communities' (2003) Rowling, L. Pub: Open University ISBN 033521116X

<u>Websites</u>

- Childhood Bereavement Network
  http://www.childhoodbereavementnetwork.org.uk/

- Beyond the Horizon
  http://www.beyondthehorizon.org.uk/

- Edward's Trust
  http://www.edwardstrust.org.uk/

- Winston's Wish
  http://www.winstonswish.org.uk/

- Cruse Bereavement Care
  http://www.crusebereavementcare.org.uk/

- Teacher Support
  http://www.teachersupport.info/get-support/practical-guides/leadership/critical-incidents

Helplines, Counselling and Support

StaffCare (Counselling, Support Service & Counselling Helpline)
Tel: 028 95043270

- Schools can subscribe to StaffCare, which includes an Emergency Action Plan service, providing telephone and online counselling. This includes immediate post-trauma support, and some financial and legal advice. Face to face counselling will only be available for staff who meet set criteria.
- Schools who do not subscribe are still able to purchase the services on an ad-hoc chargeable basis.
- Please contract StaffCare on 028 95043270 for the per capita charge and all the additional service charges, and to discuss your school's particular needs.

Edward's Trust 'SUNRISE'

3 Vicarage Road, Edgbaston, Birmingham B15 3ES
Tel: 0121 454 1705
Email: admin@edwardstrust.org

Offers support and counselling for children aged 4-18 years who are bereaved of a sibling, parent or significant carer.

Beyond the Horizon

Beaucham Road, Billesley, Birmingham B13 0NS
Tel: 0121 444 5454

Supports bereaved children, young people and families through a range of interventions such as counselling, information and resources.

The Child Death Helpline

Barclay House, 37 Queen Square, London WC1N 3BH
Tel: 020 78138416
Email: contact@childdeathhelpline.org

The helpline is open every day throughout the year:
Every evening 7.00 pm – 10.00 pm
Monday to Friday mornings 10.00 am – 1.00 pm
Tuesday and Wednesday afternoons 1.00 – 4.00 pm

Childline

Tel: 0800 1111Online chat: http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx

24 hour helpline for children and young people in the UK.
Children and young people can call about any problem, at any time – day or night. Childline's counsellors are there to help you find ways to sort things out.

Acorns Children's Hospice Trust

103 Oak Tree Lane, Selly Oak, Birmingham B29 6HZ
Tel: 0121 248 4850

Acorns provides specialist care and support to children and young people who have life limiting or life threatening conditions, and their families. Services are offered through a Community Team who offer support at home which covers emotional, practical and bereavement support.

Cruse Bereavement Care

King Edward Building, 205 Corporation Street, Birmingham B4 6SE
Tel: 0121 687 8010
Tel: 0808 8081677 (Bereavement Day by Day Helpline)
Email: Birmingham@cruse.org.uk

Aims to offer bereavement support to children, young people and families through one to one support, telephone support, home visits and family support groups.

Open Door Youth Counselling Ltd

2 Greenfield Crescent, Birmingham B15 3BE
Tel: 0121 454 1116

Open Door provides a confidential counselling and information service for young people.

The Compassionate Friends

Tel: 0345 1232304
Email: info@tcf.org.uk

Helpline is always answered by a bereaved parent and is available 365 days from 10.00 am – 16.00 pm and 19.00 – 22.00 pm.

A nationwide organisation of bereaved parents, siblings and grandparents dedicated to the support and care of other bereaved parents, siblings and grandparents who have suffered the death of a child/children.

Relate

111 Bishopsgate Street, Birmingham B15 1ET
Tel: 0121 643 1638

Relationship Counselling, Sex Therapy, Relationship Education & Training, Counselling for Young People, Family Counselling

The Samaritans

13 Bow Street, Birmingham B1 1DW
Tel: 0121 666 6644
Helpline: 08457 909090
Email: jo@samaritans.org
Providing 24-hour support to people who are experiencing feelings of distress or despair, including those which many lead to suicide.

Saneline

Tel: 0300 3047000
Website: http://www.sane.org.uk

Support and information about mental health problems. The helpline is available 4.30 – 10.30 pm 365 days a year.

Survivors of Bereavement by Suicide (SoBS)

The: National Helpline: 0300 1115065 (Available 9.00 am – 9.00 pm every day)
Website: http://uksobs.org

A self-help, voluntary organisation that aims to meet the needs and break the isolation of those bereaved by the suicide of close relative or friend.