

Critical Incident and Business Continuity Plan

It is the responsibility of all Cathedral Schools Trust employees, governors and volunteers to familiarise themselves with the contents of all Trust policies and any amendments hereafter.

**Cathedral Schools Trust
Bristol Cathedral Choir School**

September 2025

Contents

- 1) Introduction
- 2) Purpose and benefits of this plan
- 3) Links to other key policies
- 4) Key staff roles in the event of a critical incident
- 5) Our response
 - 5a) Preparation
 - 5b) Immediate response
 - 5c) Medium term response
 - 5d) Ongoing response
- 6) Key contacts
- 7) Additional resources
- 8) Version control and approvals

Appendix 1 - Procedure for closing a school, lockdown, bomb threats and places of safety

Appendix 2 - Business recovery in the event of a loss of buildings, site or IT

Appendix 3 - Other operational threats

1. Introduction

- 1.1. This plan has been written for those who are involved in reestablishing the delivery of services following a major incident for the Trust or any of its schools. It is intended to cover the response to both a critical incident and an incident that affects the ability of a school to operate under normal conditions.
- 1.2. We consider that a critical incident is an event that is potentially traumatic, and affects a large part, or the whole of a school or the trust, rather than just one or two individuals. Such events are likely to cause many people in our community distress and may threaten to overwhelm our capacity to cope. An emergency is any event which causes, or has the potential to cause injury, loss of life, damage to property or significant business disruption. A disaster is the escalation of an emergency to the point where normal conditions are not expected to be recovered for at least 24 hours
- 1.3. This plan might also be useful to support our response to incidents that affect just one or a few pupils or staff members by using the guidance to shape our response to the individuals affected.
- 1.4. This plan is based on five evidence-informed principles that will help us respond to a critical incident in ways that reduce the impact of trauma and create the best environment for recovery. These principles help children, young people and our communities to feel:
 - **Safe**
 - **Calm**
 - **Connected**
 - **In control**
 - **Hopeful**

2. Purpose and benefits of this policy

- 2.1. The purpose of this policy is to help Senior Leaders in individual schools and across the Trust as well as Trustees and local governing bodies and all employees to respond to critical incidents in a way that will best support the psychological recovery of the pupils and staff and enable the school(s) and central team to function effectively.
- 2.2. Using this policy will benefit us by guiding us to:
 - feel confident that the responses we make are underpinned by the best available evidence.
 - support our staff, children and young people following a critical incident.
 - facilitate psychological recovery and reduce the potential traumatic impact of the event.
 - empower our educational community to function effectively.
 - help identify children and young people who might be more at risk to the potential impact from the trauma of the event.

3. Links to other key policies

- 3.1. This policy will be implemented alongside other relevant policies including but not limited to:
 - Safeguarding and child protection
 - Acceptable use
 - On-line safety
 - SEND
 - Health and safety (overarching and school specific)
 - Employment manual
- 3.2. For incidents where the school site, buildings or infrastructure are affected, the policy should be read in conjunction with:
 - School Fire Evacuation Plans
 - School Fire Risk Assessments
 - School Health and Safety files including Asbestos Management
 - Fire Safety Log Books and Premise Management Records
 - COSHH Registers
 - Cyber response plan
- 3.3. Training on evacuation procedures should be included within the school fire drill and mustering.

4. Key staff roles in the event of a critical incident

- 4.1. **In the event of a critical incident the central team (CEO/Deputy CEO) should be notified immediately.** If the incident directly impacts on staff and children contact the CEO or Deputy CEO. If the incident relates to buildings, site or the ICT infrastructure then contact Nina Adams (Head of Estates and Facilities) and/or Tom Bliss (ICT Director) to establish if the building can be re-occupied and/or service delivery reinstated. In summary:

School notified of incident  Contact CEO/Deputy CEO

If estates related then contact Head of Estates and Facilities who will contact Delegated Services

If ICT related contact Tom Bliss/ICT helpdesk

- 4.2. In the event of a critical incident the **Critical Incidents Management Team (CIMT)** will be formed and the school/Trust will need to identify who will fulfil the following roles and responsibilities and check the process chart at appendix 4:

Responsibilities	Staff member
Overall CIMT lead responsible for coordination of status reports/communication for the benefit of all audiences (including staff, students, parents, LA, press)	Wade Nottingham
Site safety/first aid co-ordinator- including communication with emergency services	Tony Williamson
Communication with and support for staff	Lois Glynn in conjunction with Central HR Team
Communication with and support for children and young people	Ian Henry
Communication with parents/carers	Joel Brisk
Liaison with external agencies	Mia Helmich
Liaison with the Trust Board and DfE	Neil Blundell (CEO)
Media liaison	Lois Glynn
CIMT support (person responsible for supporting the above team)	Julia Ambrose

- 4.3. Adaptations to roles might be required depending on the nature of the event and who is involved. Some staff might also take on multiple roles where appropriate. Staff will be able to decline any task that they feel unable to do. Appendix 4 contains a process plan to discuss, adapt and complete as required.
- 4.4. At school level, the CIMT will be led by the Headteacher or designated member of the Senior Leadership team with the aim of restoring normal conditions as soon as possible. At Trust level, the CIMT will be led by the CEO and will include school Headteachers as required. If the incident affects more than one school, the CEO is responsible for the coordination of status reports/communication for the benefit of all audiences (including Trust Board, staff, LA, DfE, press). Headteachers or their Deputies will be responsible for communication with parents and students.
- 4.5. Additional members of the team will be recruited to match the specific needs of the incident, e.g within schools this could include members of the Estates team and the Business Manager and from the Central Team the Finance Director, Operations Director, Strategic Director, Head of Estates and Facilities, ICT Director, Deputy CEO and Primary Teaching and Learning Lead as appropriate. The CIMT may require a central location to coordinate and manage an incident. Such a facility will be prepared with telephone communications and IT. This control room would be off limits to all except the CIMT.
- 4.6. All staff are required to cooperate with the CIMT. In the event that staff are sent home, they should remain available during normal working hours to assist with necessary tasks.

5. Our response

- 5.1. At each stage of our response to a critical incident we will ask what we can do that will help our pupils and staff feel:
- **Safe**
 - **Calm**
 - **Connected**
 - **In control**
 - **Hopeful**

5a. Preparation

In our preparation for a potential critical incident, in order to help the school community to feel safe, calm, connected, in control and hopeful we will:

- i. Use a Senior Leadership meeting to review the policy and consider potential scenarios and wider guidance ([UKTC Critical Incidents guidance](#)).

- ii. Deliver training to staff and governors ([UKTC INSET resource](#)).
- iii. Prepare our CIMT (Critical Incidents Management team) identifying staff who are best placed to undertake key roles.

5b. Immediate response

In the first hours and days that follow a critical incident to help the school community to feel safe, calm, connected, in control and hopeful we will:

- i. Contact and use emergency service support as appropriate.
- ii. Ensure that all staff, children and young people are accounted for and that the whereabouts of all people involved is known. If people are missing this will need to be acted upon.
- iii. Speak to staff, children and young people directly involved in the incident to consider immediate safety needs and any support required.
- iv. Ensure our children, young people and staff needs for water, food and rest are accommodated.
- v. Seek to establish as far as possible the facts of the incident – who, what, where, when?
- vi. Decide whether the event qualifies as a critical incident.
- vii. Meet with senior leaders of the school and Trust where possible and agree which members of staff will form the Critical Incidents Management Team.
- viii. Speak to involved professionals such as the police, medical professionals and social care to gather information and to agree any restrictions on what can be said and to whom.
- ix. Provide staff with an initial outline of the incident and outline any first steps to be taken at this stage.
- x. Make contact with the families of those staff and pupils directly involved to ensure that they are aware of the incident and of what has happened to their family member(s) including where they are.
- xi. Make contact with key stakeholders: our chair of Trustees and governors, the local authority and CST's central team to inform them of the incident and to seek the support of specialist staff such as the Educational Psychology Service or media officer if appropriate.
- xii. Inform the rest of our school community, providing accurate and honest information. Consider sharing information in small groups if possible, and by staff who feel confident doing this. ([See UKTC Critical Incidents guidance immediate response for details on giving information](#)).
- xiii. Inform other professionals who work regularly in our setting but who might be missed as part of general staff communications such as peripatetic specialists.
- xiv. Make plans to deal with the enquiries of pupils, families and the press.
- xv. Decide how our school can operate or whether it will be better to close it for a short while. If being kept open will teaching be suspended temporarily and what alternative arrangements will be put in place?
- xvi. Consider the practical implications of the incident on the running of our school, for example covering the classes of members of staff who are not able to be there.

- xvii. If the critical incident is on a large scale, triggering the involvement of multiple services, decide if a Team Around the School is required to help coordinate multiple agency involvement. If so, establish who this will include and schedule initial meetings (see [UKTC Critical Incidents guidance](#) supplement 5).
- xviii. Begin to identify those in our community (staff, children and young people) who may be more vulnerable and need closer attention and support (see [UKTC Critical Incidents guidance](#) medium term response and supplement 4 for further information).
- xix. Restore our familiar routines and structure within the school day as far as is possible and helpful.
- xx. Staff to explain and normalise distress, encouraging children and young people to use what helps them feel calmer.
- xxi. Share and teach strategies to help regulate emotions ([UKTC Critical Incidents lesson plans](#) 3-6 years, 7-11 years and 12+ years).
- xxii. Facilitate connection between peers, staff and home.
- xxiii. Work to include our school community in decision making to give them some influence and control where possible.
- xxiv. Provide parents and carers with information about how to best help their child.
- xxv. Keep a sense of hope visible, explicitly affirming how we will get through this together.

5c. Medium term response

In the first weeks that follow a critical incident in order to help the school community to feel safe, calm, connected, in control and hopeful we will:

- i. Update staff, pupils, parents and carers as new information and more details become available.
- ii. Build on news about how services are working to keep the community safe
- iii. Present information in printed form for pupils who would benefit from this, using simple text or their preferred symbols.
- iv. Where appropriate, develop partnerships with external professionals that hold expertise in the event we have experienced.
- v. Closely monitor those in our community that may need targeted support including personalised care plans as they are at risk of developing more persistent problems (See [UKTC Critical Incidents guidance](#) medium term response and supplement 4 about those who might be more vulnerable).
- vi. Monitor staff wellbeing, encouraging personal and collective responsibility to seek help both internally but also ensure information about external services is readily available.
- vii. Facilitate further opportunities for peer and community support in planning ways to help and /or memorialise those impacted.
- viii. Make plans that involve discussion about the future.

5d. Ongoing response

In the months and years that follow a critical incident, to help the school community to feel safe, calm, connected, in control and hopeful we will:

- i. Seek to develop a new normal, embedding routines and structures that have been helpful.
- ii. Make referrals to services for pupils that might need specialist support, involving them and their parents/carers in the decision making.
- iii. Acknowledge key dates and triggers that might be more difficult for some in our community and put in measures to identify and support those most affected.
- iv. Collectively plan how we will mark the first anniversary using this as an occasion to remember what happened, name those who died, were bereaved or affected by the event and also to acknowledge how we have all coped.
- v. Consider how we might develop an ongoing legacy of the incident that helps us show the value of those in our school.
- vi. Seek feedback from our school community about how we responded to this critical incident to identify lessons learned.
- vii. Record and share these lessons, reviewing our policy considering them.
- viii. Highlight and celebrate and explicitly acknowledge how far we have come.

Appendix 4 contains a critical incident process plan to discuss, adapt and complete as required.

6. Key contacts

When seeking outside support, we will draw from those who share our understanding about what can help and empower us to embed the guiding principles. This might also include developing a Team around the School(s) affected.

Contact details for key services/organisations we may draw on include:

Emergency services	999
Local authority safeguarding in education team	Bristol safeguardingineducationteam@bristol.gov.uk 0117 922 2710 North Somerset Consultation line 01275 888 690 Out of hours emergency duty team 01454 615 165
Local authority out of hours emergency duty team	01454 615165
Educational Psychology team	By contacting the school's link EP or

	via TWS tradingwithschools@bristol.gov.uk North Somerset Education Psychology support: 01823 357000
Delegated services	Emergency contact number 07979 425 989
Health and Safety Executive (HSE) Incident Contact Centre	0345 300 9923
Risk Protection Arrangement (RPA)	See section below and Helen Watson will contact RPA on behalf of schools/trust: 074757 46637
Local Police	101
Local Fire Service	0117 926 2061
Press contacts	North Somerset Communications: 01823 355020 Bristol Post: bristolpostnews@localworld.co.uk Radio Bristol newsdesk: 0117 974 6878

Other organisations who hold specific expertise relevant to the critical incident will be identified e.g., following a suicide.

Where our children /young people need specialist support for enduring difficulties we will make referrals to:

- General Practitioners (GPs)
- Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Teams (MHST)
- Charities (such as counselling and child bereavement services)
- School counsellor
- Family hubs
- Youth services and youth hubs

7. Additional resources

This policy is based on a template by the UK Trauma Council as part of their [Critical Incidents resources](#).

UKTC Critical Incidents resources

- UKTC Critical incidents guidance
- UKTC Critical incidents INSET session for staff consider and prepare their educational community response
- UKTC Critical incidents lesson plans to help children regulate emotions (ages 3-6 years, 7-11 years and 12+ years)
- UKTC Working with parents and carers resources
- UKTC Traumatic bereavement resources including an [animation](#) and a [Schools and colleges guide](#). These resources help those working with children and young people recognise when trauma might be impacting the ability to grieve. It includes information sheets for young people and for parents/carers.

See [UKTC Critical Incidents guidance](#) supplement 6 for further resources/websites and organisations.

Additional websites that might be useful:

www.cruse.org.uk/get-help/for-schools

www.winstonswish.org/supporting-you/support-for-schools/

www.childbereavementuk.org/for-schools

For bereaved parents: The Compassionate Friends - Helpline (0345 123 2304)
www.tcf.org.uk

8. Version control and approvals

This document should be reviewed annually by school and Trust leadership teams and by the CST risk and audit committee and local governing bodies.

Template

Version	Date	Amended by	Approved by	Recipients	Purpose
1	Sept 2024	First version based on UKTC template		Members of CST, every Trustee, school leadership teams.	Annual Review
2	2nd October 2025	CLG	Trustees		Annual Review

School adapted version

This policy should be finalised by members of the school SLT, agreed with governors and shared with staff in a meeting/briefing. It will be stored in our shared drive and accessible to all staff as needed.

Version	Date	Amended by	Approved by	Recipients	Purpose
1	Sept 2024			All members of staff, governors, volunteers and any other key stakeholders identified by the leadership team and governing body	Annual Review
2	2nd October 2025	CLG	Trustees		Annual Review

Appendix 1 - Procedure for closing a school, lockdown, bomb threats and places of safety

Closure in advance of a school day

The school can be closed in advance of a normal school day using the following system:

1. Closure authorised by the Headteacher or Deputy
2. Notification of a school closure via the Local Authority and updating of their website - actioned by Headteacher or Deputy.
3. Recording the closure on the home page of the school website - actioned by the staff member responsible for website updates.
4. Sending out text messages via the parent communication software to all parents – actioned by the staff member responsible for parental communication.

Closure during a school day

It is never a preferred option to close during a school day but it can be done using the following procedures:

1. Closure authorised by the Headteacher or Deputy and in liaison with CEO or Deputy CEO on the basis that students with parental authorisation may make their way home by themselves. Students will continue to be supervised by staff until parents authorise them to leave or they are collected.
 - a. Parental authorisation can be provided by text message or email from a parental phone number or email address directly to the student's phone and seen (and recorded) by a member of staff.
 - b. Consider the use of Places of Safety (as described below).
2. Notification of the school closure using the website - actioned by the staff member responsible for the website.
3. Sending out text messages to all parents via the parent communication software - actioned by the staff member responsible for parental communication.

Places of Safety

In the event of a major incident on site requiring the school to be closed, students will assemble at the primary assembly points, i.e. as in fire drill. If these are not usable, staff will escort students to secondary off-site assembly points where they can be collected from or from where they can be released to make their own way home. The secondary off site assembly points are as follows:

Stoke Park Primary School - The Hub, Gainsborough Square

Headley Park Primary School - Bedminster Down Secondary School, Donald Road

Victoria Park Primary School - Oasis Academy, Marksbury Road
Cathedral Primary School - Millennium Square
Hotwells Primary School - Hope Chapel or Holy Trinity Church Hotwells, Clifton Vale
St Werburgh's Primary School - Ivy Church, Ashley Hill
Ashton Gate Primary School - Alternative sites (i.e. Upton road site for Ashton closure and Ashton site for Upton road closure)
Henleaze Infant School - St Peter's Church, The Drive, Henleaze
Henleaze Junior School - St Peter's Church, The Drive, Henleaze
Trinity Academy - Stoke Park Estate, entry via Haydon Gardens
St Katherine's School - Lodway Cricket Club, Ham Green
Bristol Cathedral Choir School - Millennium Square

Lockdown Procedure

If any member of staff believes someone is acting suspiciously they must report it, no matter how small or insignificant the action may be. If a lockdown is declared in order to secure staff and students from an outside threat schools will follow their specific lockdown procedures. Access should only be provided once the site is secured and when visual confirmation of the presence of the Emergency Services can be confirmed. Notification of silent evacuation if required will be made according to the instructions set out in the school specific plan.

Bomb threats

Every threatening call, message or suspicious activity is to be treated as a serious threat until proved otherwise.

Actions to take if the school/central team is a recipient of a bomb threat by telephone:

- Remain calm and talk to the caller.
- Note the caller's number if displayed on the phone
- Record the call if possible
- Endeavour to keep the caller talking, asking them where the bomb is located, what it is and note down the details and exact wording of the threat.
- Inform Headteacher / SLT and CST Executive Team (CEO/ Deputy CEO)
- Dial 999 and follow police guidelines and evacuate the school to the designated bomb evacuation area or safe space if required.
- If police advice is not to evacuate, Headteacher, SLT and Estates team are to ensure that the school site is secure.
- Access to areas directly affected by the incident may remain restricted until all necessary investigations; reporting and reinstatement are carried out. The head teacher/most senior staff member or specialist at the incident will establish the details of these continuing restrictions.

- Only when the Headteacher/most senior staff member in attendance, in consultation with the Senior Fire Co-ordinator, Police and Estates Team, has advised when the incident is closed will restrictions be lifted and normal service resumed.

Actions to take if the school/CST site is a recipient of a bomb threat by email or social media:

- Follow steps above for notifications and actions.
- DO NOT reply to, forward or delete the message
- If sent via email, note the address
- If sent by social media, what application has been used and what is the username/ID?
- Preserve all web log files for your organisation to help with the police investigation (as a guide, 7 days prior to the threat message and 48 hours after).

Suspicious items/possible letter bomb

If an unattended item is discovered with no obvious owner this should be treated as suspicious until proven otherwise. In dealing with unattended items the following steps should be followed:

- Do not touch the item or attempt to take it out of the building or place in water/cover with sand.
- Order all other staff out of the area – and rooms on either side of the room.
- Contact Estates/SLT and give details of the location, and action taken.
- Leave the room, locking the door behind you, barring entry to others by physical obstructions/warning notice until relieved by Estates /SLT ensuring unhindered access to authorised personnel)
- Access to areas directly affected by the incident may remain restricted until all necessary investigations; reporting and reinstatement are carried out. The head teacher/most senior staff member or specialist at the incident will establish the details of these continuing restrictions.
- No remedial action should be attempted when there is still a danger of injury or further damage.
- Only when the head teacher/most senior staff member in attendance, in consultation with the Senior Fire Co-ordinator, Police and Estates Team, has advised when the incident is closed will restrictions be lifted and normal service resumed.

Appendix 2 - Business recovery in the event of a loss of buildings, site or IT

If buildings and facilities have been significantly damaged and are made unavailable responsibility of ESFA and/or local authority with involvement of the Trust's risk protection arrangements (the RPA) as required. The size and scope of facilities required for a school will vary according to circumstance.

Risk protection arrangements (RPA)

The RPA is an alternative to commercial insurance for academy trusts whereby the UK government covers the losses instead of commercial insurance. The [RPA policy](#) includes Business Interruption cover to compensate for any increase in the cost of working, resulting from interruption or interference with the business following a material damage. The cover is limited to £10,000,000 for any one loss. This may include the cost of temporary accommodation (ideally located on the school site, playing fields or car parks), plus associated incidental costs such as transport to the site and additional staffing. In the first instance contact should be made with the RPA via Helen Watson in the Finance Team (07475 746637).

Remote learning

If required in the event of a school closure, schools will initiate and make arrangements for pupils to access remote learning in line with established systems and procedures.

Schools used as a place of safety

In the event of a major incident occurring in another locality requiring the evacuation of a large number of people, if suitable the trust's schools could become a designated reception area as a temporary place of safety. Such an occurrence will be coordinated and administered by the Local Authority Emergency Control Centre.

Cyber attack

CST's cyber response plan will be followed in the event of a cyber attack and limited or compromised services.

Access to student and staff contact details

Access to staff and student data with home phone numbers can be accessed on-line from the School MIS System. In the event that the School MIS cannot be accessed, all schools will keep a hard copy of key information in a secure filing cabinet in reception, including student medical information and key data. This information needs to be updated as required and a nominated member of staff will take this information in the event of an incident or evacuation.

Appendix 3 - Other operational threats

The following other threats have been considered, and the persons named below will give a lead in taking appropriate restorative action, depending on the circumstances, drawing on their relevant experience and expertise.

Mass staff unavailability

Loss of staff is considered a generic threat to operations. As has been seen during the coronavirus pandemic, the spread of a virus is capable of severely impacting on operational service delivery. In the event of mass staff illness, the CIMT will consider safe staffing ratios, and may reduce the number of year groups able to be taught, prioritising key year groups eg Year 11 or early years, or if insufficient staff are available, may be forced to shut the school to students using the same procedures described above.

Operational threat	Steps to restore normal working	Action by whom
ICT communications loss including phone and IT connections	ICT team to identify issues and respond accordingly. Communication with staff, students and parents as detailed above. Contingency plans (e.g remote learning) to be implemented if needed.	CST ICT Director and members of ICT team. School Business Managers as required.
Finance process breakdown – payments to staff & suppliers fail	Finance team to investigate issues. Additional expertise or resources to be brought in if required e.g. to secure finance systems. Alternative payment methods to be utilised if required.	CST Finance Director and Finance Manager. School Business and Finance Managers as required.
Utilities / energy supply failure	School site teams to investigate issues and liaise with suppliers in conjunction with CST Finance Director. Alternative options to be explored if required.	Headteacher, Business & Finance/Site Managers as required.

		CST Finance Director.
Building denial leading to short term lack of access	School site teams to investigate issues and involve others as required (e.g ICT team or access providers). Emergency exit routes to be used as required.	Headteacher, Site Manager and Business Manager CST ICT Director and ICT team if required.
Key supplier failure eg catering	Headteacher and Business Manager to liaise with suppliers, drawing on Trust ICT and Finance staff as required.	Headteacher, Catering Manager and Business Manager. CST ICT Director and ICT team if required.
Evacuation due to nearby incident	Follow the school evacuation plan.	Headteacher and CIMT
Lockdown due to nearby incident	Follow the school lockdown plan.	Headteacher and CIMT
Fire	Follow the school fire evacuation plan	Headteacher, Site Manager and Business Manager. CST Head of Estates and Facilities
Strikes	School IMT to liaise with the CEO and determine the likely impact on school staffing levels. Any decision on closure will need to consider safeguarding/health and safety concerns.	Headteacher/CEO
Terrorist attack or threat	Follow evacuation or lockdown procedures as required.	Headteacher/CEO
Flooding	Notification of flooding will be received via: -Receipt of an Environment Agency Flood Alert / Flood Warning / Severe Flood Warning;	Headteacher, Site Manager and Business Manager. CST Head of Estates and Facilities

	-A local trigger, such as river levels; -Reports of actual flooding; -Met Office weather reports. In response to flooding (actual or risk), IMT to make a decision on likely impact to school and whether school closure is required.	
Asbestos	If an asbestos issue occurs on site, the school is to call the Estates Manager immediately.	Headteacher, Site Manager and Business Manager. CST Head of Estates and Facilities
Communicable disease	In the event of a suspected diagnosis of a communicable disease (normally the school/trust would be advised via a GP/Hospital or local authority) appropriate actions will proceed as established by professional advisors and in accordance with the HSE	Headteacher, Site Manager and Business Manager

Appendix 4 - Critical Incident Process

Once the news of a critical incident is communicated to the school by parent/carer or external agency:

Action	By Whom	When
SLT and CEO informed (this may be out of hours)		Immediately
SLT meeting arranged asap to go through this document. In this meeting roles and responsibilities and key actions will be allocated.		Immediately
If appropriate, the parents/family are consulted on communications • How to tell students, staff, families • Post on website and social media • Press release		Immediately
Staff briefing arranged for either the end of the school day or 8.15 am depending on when the call comes		Immediately
Vulnerability mapping is completed for staff and students.		Ready for briefing
Student quiet rooms are identified and staffing organised and all necessary scripts are created.		Ready for tutor time
External agencies contacted for support (staff and students). See suggestions in main policy and to include: • Barnardos • Victim Support • EPS through Children's Services		Same day where appropriate
Staff briefing held with follow up email for those not able to attend • Clarity of news - legality on specific issues. • Timeline of actions - specifically comms to parents and how students will be told. • Support for students outlined • Support for staff outlined - medium term from external organisations and short term from DSL/SLT • Script for staff with opt out for those who do not want to deliver such a message • Clarity on roles and responsibilities moving forward		4.10 or 8.15
Student comms to be done in tutor time (all other tutor time activities are cancelled i.e. choir). • SLT to deliver script* to affected year group with tutors present • Tutors to deliver script to all other students • Staff to avoid the press and how this might look		First morning after the news is received

Tutor time may be extended to allow an opportunity for social connection. *Note - this script will be different to wider school script.		
Parent letter to go out only when statutory services have confirmed it can: • What has happened • What the school has done • The support put in place for students • Request that the family privacy is respected and parents monitor social media and avoid the press • How to access support for your child if you are concerned about them • Contact details in school provided		Once students have been informed
Wider stakeholders informed: • Governors • Trustees • Central team		Where appropriate within 24 hours.
Press release written where necessary in conjunction with the trust and local authority media teams and following legal advice.		Where appropriate within 48 hours
Targeted support for staff both through lines and on request from staff		Ongoing
Decisions around any commemoration in the short term (no long term thinking deliberately at this point) • Condolence book • Flowers/card • Returning any work or belongings to the parents respectfully (not in a plastic bag)	SLT	When appropriate
Funeral attendance • Who to attend as a minimum • Staff to request if they would like to attend - decision whether this impacts the running or opening of the school	SLT	When funeral plans are shared
Incident review • What further support is required • Does the quiet room need to stay open • Any further issues	SLT	After a minimum of 3 weeks.