

5. AFTER THE EVENT

5.1 See also Section [4.02 Business Continuity Plan](#).

5.2 GENERAL PRINCIPLES

- a. The recovery process and timescale following a critical incident will vary depending on the circumstances.
- b. In a serious recovery situation the school will inevitably rely heavily on expertise and guidance from the LA and outside organisations and agencies.

c. Emergency incidents may impact on one or more of the following:

- People
- Buildings
- ICT systems
- Supply chain
- Resources
- Reputation

d. The impact on people is the most important



5.3 PEOPLE

- a. The school will:
 - Identify who has been affected by the incident.
 - Understand how they have they been affected by the incident.
 - Identify what support they need to fully recover.
 - Ensure that this support is provided.
- b. People who may have been affected by the incident could include:
 - Pupils
 - Teachers
 - Headteacher
 - School governors
 - Parents
 - Relatives
 - Friends
 - Pupils who may not have been directly affected
 - Other staff in the school e.g. admin staff, cleaners, caterers
 - Helpers
 - Recovery personnel e.g. counsellors, emergency service personnel
 - Neighbours

- Bystanders
- The local community
- Those in the Bracknell Forest School community
- Those who have already suffered over loss or tragedies in the past

c. People may have been affected in numerous different ways:

- Physical injuries
- Shock and mental trauma
- Grieving for the injured and affected
- Loss or bereavement
- Fear
- Stress
- Exposure to carnage and destruction
- Sympathy
- Anger
- Sadness
- Depression



d. Identifying how each person has been affected and ensuring they get the support they need to recover may be a lengthy process. The school will commit to engage and work closely with the LA, Educational Psychology service and other appropriate agencies.

e. Within 24-72 Hours

- Identify who has been affected by the incident.
- Begin the process of assessing how they may have been affected (recognise that this may require specialist expertise and seek assistance from the LA and relevant organisations/agencies)



- Hold briefing meetings for staff/students/parents.
- Arrange counselling as needed.
- Provide opportunities for staff, pupils and parents to talk about the incident.
- Provide support to staff and helpers.

- Continue to brief and debrief all relevant persons when they arrive at school and before they go home.
- Restore normal functioning and service delivery as soon as possible.
- Plan re-integration of pupils/staff.
- Keep parents informed.
- Headteacher will consider writing a letter to all parents and students from the heart, letting them know they can express emotions and asking what they need from the school. Act on the responses.

- Undertake statutory reporting of accidents.
- f. Within the First Month
- Remain people focused
 - Work with the LA and relevant organisations/agencies to ensure people affected by the incident are receiving the support they need to recover
 - Consult and remain sensitive to wishes of victims' families.
 - Continue to understand and appreciate the feelings parents for the safety and well being of their children in an emergency situation.
 - Encourage parents to participate in meetings to discuss students' welfare and changes post-incident.
 - In a major emergency keep any helpline for parents, staff and students open.
 - Keep counselling available for students and staff, and if necessary for parents too.
 - Set up a room, on or off-site for regular meetings of support groups. This may need to be kept available for a significant timescale.
 - Actively encourage after counselling support. Target and seek out children/staff that may need help.
 - Talk about victims sensitively but do not fail to mention them.
 - Consult with families over memorial services, charity, and use of money sent/donated.
 - All pupils to be given opportunity to expand themselves emotionally, e.g. through music, art, writing and drama.
 - Arrange/attend condolences/memorial service, visits to the family if appropriate.
 - Encourage parents to participate in meeting to discuss students' welfare.
 - Identify behavioural changes and the possibility of post traumatic stress disorder and refer to Health contacts for mental health services.
 - Monitor progress of hospitalised staff or students.
 - Monitor mental and physical health of all helpers.
 - Review emergency response (lessons learned) and policy and procedure.
 - Consider symptoms of stress and what actions to take if levels of stress are adversely affecting staff or pupils.

g. In the Longer Term

- Consider the effectiveness of the support provided to help those affected by the incident recover. If this is not working then work with the LA and relevant organisations/agencies to re-assess the situation
- Monitor staff and students for signs of delayed stress and the onset of post-traumatic stress disorder – refer for specialised treatment.
- Continue to communicate with families of victims and respect their wishes.
- Provide ongoing support if needed.
- Consider including grief as a topic in the personal development, health and physical education because it is a key learning area.
- Plan for and be sensitive to the disturbing influences e.g. subsequent anniversaries, inquests and legal proceedings.
- Access specialist support if needed.
- Ensure information is passed on to relevant parties as to the incident and its impact on the individual. When the pupils move school, ensure the destination school will continue to monitor and provide support if needed.



- h. The school will consider whether there are any individuals who may require additional support on an ongoing basis and will refer them to the LA Educational Psychology Service.

5.4 BUILDINGS

- a. The LA Head of Education Capital and Property and the Construction and Maintenance team will provide support to the school in respect of damage to or loss of school buildings.

- b. Types of support that may be required include making safe damaged buildings, provision of temporary services (heating, water, hot water, power, telephone, gas etc), provision of temporary accommodation, designing replacement buildings, construction project management etc



- c. In the case of partial loss of school premises – can areas of the school still be used in an attempt to minimise disruption?

The risk of losing a building will be mitigated by ensuring that Fire Risk Assessments and adequate Security procedures are in place.

5.5 ICT SYSTEMS

- a. The LA ICT Services Manager provide support to the school in respect of damage to or loss of ICT systems where the schools have an existing SLA (SIMs Software and ICT Support, Primary Curriculum Network Support).

The risk of loosing key data will be mitigated by backing up copies of key data; *IT Technician backs up key data every day to BFBC Online server (Redstore).*

5.6 SUPPLY CHAIN

- a. The LA Head of Education Capital and Property and LA Procurement Team will provide support to the school in respect of loss of key elements of the supply chain.

5.7 FURTHER GUIDANCE

- a. Post disaster recovery can be found in and [Section 3.1 Emergency Procedures](#) of the Schools Health and Safety Manual.

5.8 LESSONS LEARNT REVIEW

- a. After any incident you should conduct a debrief. This may in some cases be co-ordinated by Children, Young People and Learning.
- b. Consider:
 - What happened?
 - How did you respond?
 - What worked well?
 - What didn't work?
 - What made the situation worse or hampered your response?
 - How would you respond next time?
 - What could be done to minimise the chance of such an incident occurring again in the future?
 - What changes need to be made to plans, procedures, environment, etc.?
 - What materials or equipment do you need?
 - How does this impact on your response and preparedness for other incidents?
 - What things could you do to minimise the chance of other incidents occurring in the future?
 - Who is going to be responsible for making any changes?
 - How are you going to monitor that these changes have taken place?