

BUSINESS CONTINUITY & CRISIS MANAGEMENT PLAN

for

**South Devon Steiner School,
Hood Manor, Dartington,
Devon, TQ9 6AB**

November 2017

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Introduction

A crisis can occur at any time and therefore, it is essential that our school is as prepared as possible to deal with any eventuality.

To help focus on the important elements of handling a crisis successfully, this *crisis management protocol* has been produced to be followed if and when a crisis occurs.

All school personnel should understand the principles outlined in this guide, make any necessary adaptations to suit their needs, dependent on the crisis, and familiarise themselves with its operational details so that everyone is well prepared when a crisis does occur.

This plan covers the following topics:

- The structure of a crisis management response team and its main objectives.
- Details on the roles to be undertaken by the school before, during and after a crisis.
- A flowchart explaining the six steps that the school need to follow when a crisis breaks.
- An agreed 'lines to take' appendix.

The essential critical success factors for *crisis management* are as follows:

- Strong leadership.
- Quick decision-making.
- Quick, concise and continuous information sharing.
- Clear, proactive and continuous communication with internal and external stakeholders, including the media.
- Proactive action on behalf of any people affected.
- Proactive action to mitigate any environmental impact.
- Good stakeholder relationships post crisis.

What is a crisis?

A crisis is an abnormal situation, or even perception, which is beyond the scope of everyday business and which threatens the operation, safety and reputation of an organisation such as our school.

What is crisis management?

Crisis management is the process by which our school manages the wider impact, whether it be rectifying the actual physical problem if there is one, shoring up stakeholder confidence or enabling 'normal business' to ensue. An important element of crisis management is communications, including media relations.

Although strategic communications are vital in a crisis, they cannot work alone and must form part of a wider plan across the organisation. The communications effort cannot and should not work in isolation.

Crisis management involves preventions, interventions and post actions. What happens during and after a crisis are the most critical stages to get right and are often the most difficult to manage.

A crisis involving a school can be as diverse and unique. From a death or serious injury of a pupil or member of staff to allegations of abuse or criminal activity such as drug taking. Whatever the crisis or the severity of the issue, the same crisis management rules apply.

At the same time as dealing with the crisis facing them, the school management team has to ensure that the school continues to function and that the education of the students who are not involved is affected as little as possible. They must also contend with communicating with various stakeholders and possibly the media.

Failure to manage a crisis properly and in a timely manner can and will threaten the stability and safety of a school. The added complication for a crisis involving a school is the fact that there is likely to be an emotional or social element considering that, by its very nature, a school brings human beings from all walks of life, all ages and all creeds together under one roof. Parents trust schools protect their children whilst they are in their care. If this trust is brought into question, a crisis can deepen very quickly.

School Crisis Management Response Team

In preparation of any crisis, a School Crisis Management Response Team has been created and trained to handle any crisis it is asked to deal with. The team has been established in 'peace time' i.e. during the normal day-to-day running of the school. It meets at regular intervals to appraise its crisis management protocol and trains as a team in order to be prepared and ready to act at a moment's notice. It comprises a small group of relevant staff and trustees. It will undertake at least one crisis management training exercise on an annual basis.

The response team's main functions during a crisis are as follows:

- Collect and clarify ongoing information concerning the crisis.
- Draw up a crisis action plan once the facts are known and allocate tasks to individual members with clear deadlines.
- Evaluate the impact of the crisis to the school.
- Coordinate all required resources, in and outside of the school in order to quickly and effectively address the crisis.
- Provide support to teachers, other staff members, students and parents.
- Coordinate any follow up and work and stakeholder communications requirements.
- Evaluate the crisis plan and produce a review of the actions taken.

In addition also:

- Ensures the immediate safety of all students and staff.
- Identifies any further risks or harm whether involving the school, buildings or reputation.
- Re-establishes the stability of the school routine as soon as possible.
- Controls the flow of information in order to prevent or control the spread of rumors. This is more crucial than ever before with the universal use of social media such as Facebook and Twitter.
- Introduces appropriate support practices i.e. counselling. This may be necessary weeks after the original incident as individuals adjust and come to terms with what has occurred. Often conditions such as post-traumatic stress will not appear for days or weeks after an incident.

Please note in the appendices at the end of this document are a number of checklists including procedures for the response team to consider. A list of

different scenarios and procedures has been compiled and can be found in *Appendix One*. *Appendix Four* includes a series of suggested statements and announcements to use as appropriate.

Contact details of School Crisis Management Response Team

Name	Position	Mobile	Work tel.	Home tel	Work email
Marcus Link	Lead contact (School Business Manager)	07885 705151	01803 897377 *204		schooladministrator@steiner-south-devon.org
Jeff van Zyl	School Education Manager	07729-478990	01803 897377 *202		jeff.van.zyl@steiner-south-devon.org
Kaycee Fordham	Assistant to the School Leadership Team		01803 897377 *212	01364 659191	kaycee.fordham@steiner-south-devon.org
Elizabeth Elsholtz	College Chair, School Leadership Team Member	07767 401066	01803 897377 *206	01364 644287	elizabeth.elsholtz@steiner-south-devon.org
Anja Toddington	Early Years Manager	07709 587045	01803 897377 *206	01364 643019	anja.toddington@steiner-south-devon.org
Christine Cook	Upper School Chair	07494 175705	01803 897377 *206	01364 631411	christine.cook@steiner-south-devon.org
Tara Davis	Finance Manager	07789 922716	01803 897377 *217	01752 231416	tara.davis@steiner-south-devon.org
AME	IT contact		01392 824022		support@amesolutions.co.uk
Mark Drewell	Chair of Trustees	07579 967734		01803 762338	mark.drewell@foresight.se
Kaycee Fordham	Local PR contact		01803 897377 *212	01364 659191	kaycee.fordham@steiner-south-devon.org

Crisis procedures checklists

The school Crisis Management Response Team is responsible for making sure that the following documents are updated on an annual basis:

- A list of student names, addresses and contact details including known medical conditions.
- A list of teacher/staff names, addresses and contact details including home and mobile phone numbers.
- A list of local emergency contact numbers.
- Multiple copies of simplified building and floorplans showing evacuation routes.
- Set of master keys to the school.
- School safeguarding policy.
- Information about how to cut-off electricity, gas, phone and other utilities.
- A list of contact details for the different utilities, insurers and external organisations that may need to be contacted.
- Contact details, including out of hours, for local emergency agencies and other stakeholders such as Local Authority and DfE.

Stakeholders

The ability to effectively communicate with a wide range of relevant stakeholders is vital during and after a crisis. It is the responsibility of the Crisis Management Team to ensure each stakeholder group is kept fully informed of events and the actions being undertaken to bring the situation under control and resolved.

From a stakeholder management point of view, the school's Crisis Management Team have completed the following in preparation to a crisis occurring:

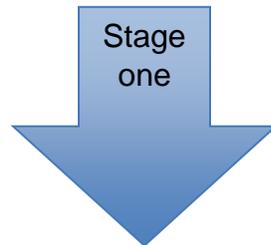
- A Crisis Management Protocol which outlines membership of the team and individual's roles.
- A list of key internal and external stakeholders to be contacted during and after a crisis – this list includes for example, parents/carers, media, Department for Education and the local authority.
- This list includes in and out-of-office hours contact details; and the names and contact details on this list are reviewed annually.
- A definition of who is responsible for managing each stakeholder group and the communication tools to be used for each group i.e. email, telephone call, letter etc.

Crisis Management Protocol

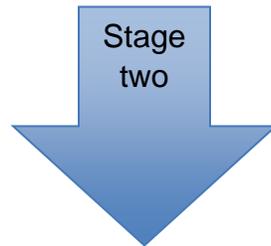
This Crisis Management Protocol outlines team members and their individual's roles.

Name	Position	Responsibilities
Marcus Link	Lead contact	<ul style="list-style-type: none"> Senior responsible owner of Crisis Management Response Team. Ensures the school has capacity within its structure to respond to crises Determining the school's overall response and recovery strategy. Plan, testing and exercise of crisis plan Training staff within the school on crisis management Leading the school's initial and ongoing response to a crisis.
Kaycee Fordham	Assistant to School Leadership Team	<ul style="list-style-type: none"> Ensuring all key decisions and actions taken in relation to the incident are recorded accurately.
Elizabeth Elsholtz	College Chair, School Leadership Team Member	<ul style="list-style-type: none"> Jointly declaring that an incident is taking place Notifying and communicating with relevant stakeholders of the crisis, plan activation and ongoing response actions Providing direction and leadership for the whole school community
Jeff van Zyl	School Education Manager, School Leadership Team Member	<ul style="list-style-type: none"> 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 staff, pupils and employment issues.
Tara Davis	Finance Manager	<ul style="list-style-type: none"> Support to the Lead Contact and School Management Team members Monitoring and recording of any financial impact of a crisis
AME	IT contact	<ul style="list-style-type: none"> Ensuring the resilience of the school's ICT infrastructure Work with Lead Contact to develop proportionate risk responses.
Mark Drewell	Chair of Trustees	<ul style="list-style-type: none"> Working in partnership with the School Business Manager to provide strategic direction in planning for and responding to crises Undertaking actions as required to support the school's response to a crisis and subsequent recovery
Kaycee Fordham	Local PR contact	<ul style="list-style-type: none"> Collating information about the incident for dissemination in Press statements. Liaising with the school and media outlets.

The six stages of the *crisis management protocol*



School becomes aware of an imminent or potential crisis and calls its Crisis Management Team to action.

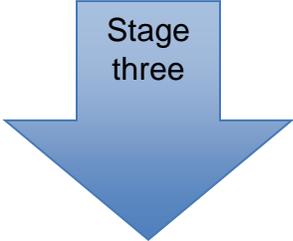


PR Contact drafts holding statement to be distributed to media on reactive basis. Statement to acknowledge crisis (or possible crisis) express sympathy and concern and provide reassurance.

School puts response on website and distributes to media and other stakeholders once the crisis becomes public.

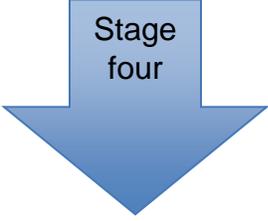
School and draft email/letter for distribution to parents/carers, staff and other relevant stakeholders.

Stage
three



Senior members of the Crisis Management Team and/or to be made available for media interviews.

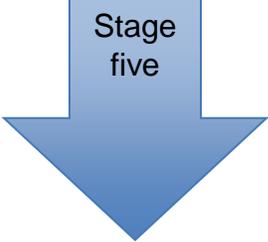
Stage
four



PR contact keeps school informed of all media enquiries, reporting and interview requests.

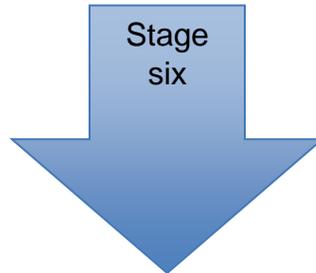
The school prepares an email to be sent to appropriate stakeholders, such as community leaders, DfE, Ofsted etc. on current position.

Stage
five



Once crisis is over, school to update Trustees on 'fallout' from crisis i.e. how many pupils/staff affected. Estimated cost of damage (if appropriate) details of ongoing police or HSE investigations, etc.

Lead Contact with PR Contact to collate all information to provide an overview.



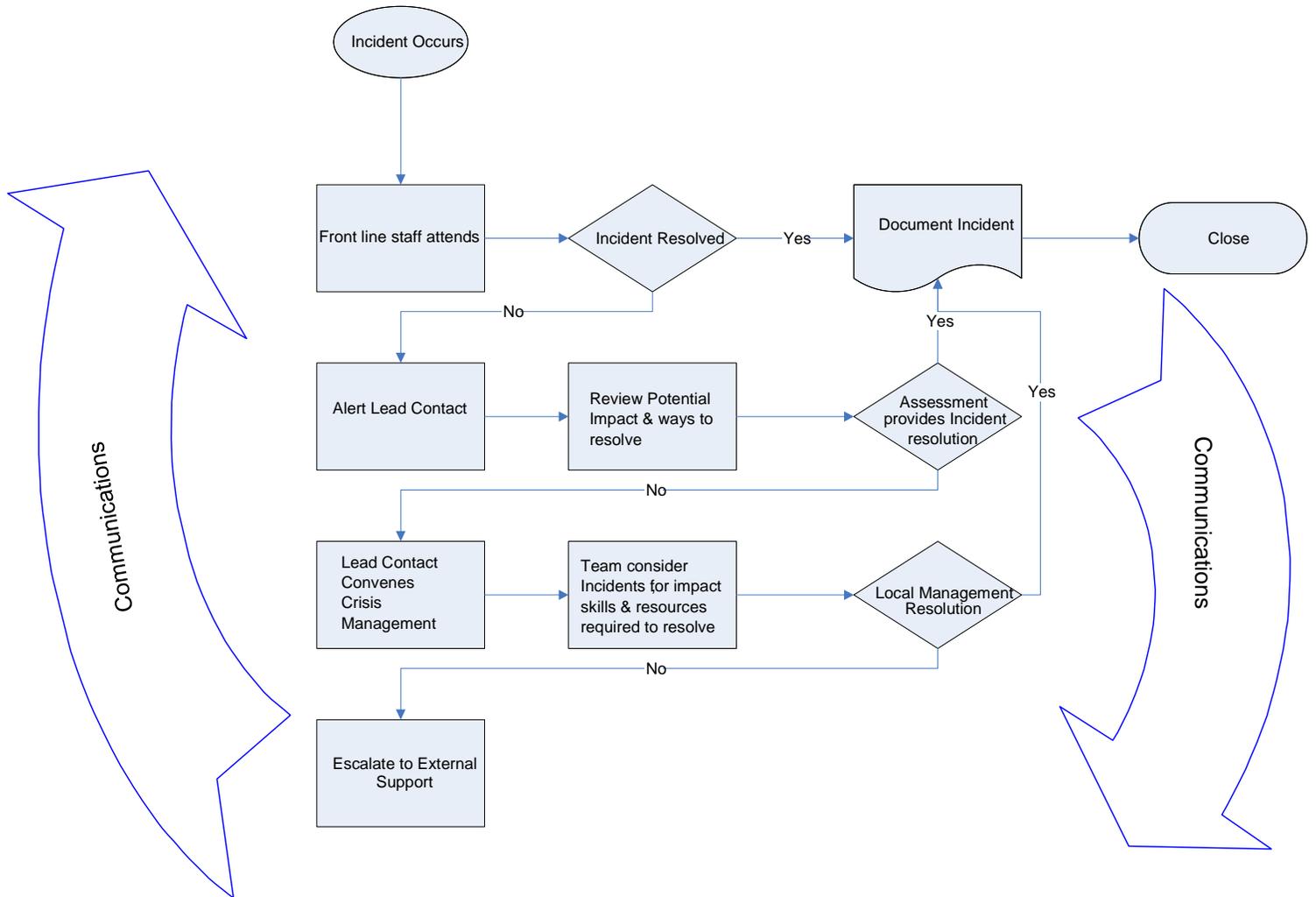
PR Contact to draft update on aftermath for media distribution and website.

School to draft letters to stakeholders outlining overall effect of crisis and produce 'asks' if necessary for assistance on managing a similar future crisis.

School to arrange debrief meetings with said stakeholders particularly parents/carers, pupils and staff.

School to produce *Lessons Learnt Review* document

Crisis Management Flowchart



Post-crisis evaluation

Following a crisis a full post-crisis review should be undertaken to capture and share lessons learnt with members.

The school's crisis management team should take the lead on this review and undertake the following:

- Nominate a member to be responsible for the production of a *Lessons Learnt Review* document.
- Set a realistic deadline for its publication.
- Contact all those involved in the crisis, requesting views on how the school handled it.
- Undertake a mini audit with stakeholder groups, to gather intelligence on perceptions on how the school responded to crisis.
- Draft the *Lessons Learnt Review*.
- Present the *Review* to crisis management team and Trustees for comment.

Stakeholder contacts list

Organisation	Name	Telephone no.	Mobile no.	Fax no.	Website
School name	South Devon Steiner School	01803 897377	N/A	N/A	www.southdevonsteinerschool.org
Local Authority	Devon County Council	0345 155 1015	N/A	N/A	https://new.devon.gov.uk/
Department for Education	DofE	0370 000 2288	N/A	0161 600 1332	https://www.gov.uk/government/organisations/department-for-education
SWSF	Jane Avison	01384 374116	N/A	01384 374116	www.steinerwaldorf.org
Ambulance Service		999			
Fire Service		999			
Police		999			
Health & Safety Executive	Incident Contact Centre (for death & serious injuries)	0345 300 9923	N/A	N/A	http://www.hse.gov.uk/
Media					

NB: A separate list of trustees, parents/carers and staff is updated annually and kept in the crisis management folder with a clarification of method of communication.

Appendix one – crisis scenario

1. Guidelines for unique crisis situations

In this section we have scoped out a series of different scenarios that may befall our school. This is not an exhaustive list and each crisis should be addressed and worked through as it occurs. Each scenario consists of pre-crisis initiatives, crisis management initiatives and post-crisis initiatives.

Unconscious individuals at the school or at a school function

Pre-crisis initiatives

- Train a large number of the staff in First Aid, especially those who deal with students after hours.
- Post procedures to be followed in the First Aid room, the kitchens, in sports rooms, technology rooms where electricity / moving equipment is used and on student and staff noticeboards throughout the school.
- Keep school student and staff health records up-to date including details of medications.

Crisis management initiatives

- Assess the casualty and determine if an ambulance should be called.
- Ensure airways are clear.
- If safe to do so follow first aid procedure
- If the casualty has stopped breathing, first aider administer mouth to mouth resuscitation and continue until the casualty recommences breathing or a doctor, ambulance crewmember or paramedic instruct you to stop.
- If the casualty's heart has stopped, first aider to administer CPR and continue until either the heart restarts or a Doctor, ambulance crewmember or paramedic instructs you to stop.
- Notify office personnel of the location of the casualty.
- Use the predetermined Crisis Code to alert the Team to problems.
- When contacting a Doctor or Ambulance:
 - Explain situation.
 - Give name of the school and the address as well as the postcode.
 - Tell which gate and door to enter.
- Ensure a 'runner' is organised to meets the doctor / ambulance at the gate and takes them to the casualty.

- Direct other students away from the area.
- Safely remove furniture that may impede the team and doctor / ambulance crew working with the casualty.
- Contact the next of kin and make arrangements for them to go to hospital or come to the school, whichever is appropriate.

Post-crisis initiatives

- Evaluate the plan and intervention that occurred.
- Identify any school related contributory causes and remediate any issues noted.
- Complete accurate documentation for the casualty's file and school records.
- Prepare statements for the Governing Body and Health & Safety Executive.

Act of violence

Acts of violence include any situation where students or adults are in danger as a result of aggressive acts by an individual or groups of individuals.

Hostage situations, stabbings, shootings, sexual attacks, civil unrest or disobedience are examples of thankfully unusual but extreme acts of violence. More common acts of violence that unfortunately occur in schools include fights, physical assaults or psychological attacks by individual students or groups of students or other students or on staff.

Pre-crisis initiatives

- Establish a peer-counselling programme.
- Publish acceptable behaviour policies.
- Reinforce the worth of the individual and encourage the individual's right to express him/her self in a non-violent, non-threatening way.
- Adopt and put in practice an anti-bullying policy.
- Place a ban on bringing any weapons into the school.
- Maintain passive supervision over areas that place individuals at risk of intimidation or attack.
- Make sure policies and regulations are up-to-date.
- Identify vulnerable students and staff and put in place support for these individuals.

- Engage with parents/ carers to reinforce parental responsibilities around acceptable behaviour and to obtain agreement to anti-violence policies.
- Enforce a policy to require visitors to go to the school reception upon entering the grounds.
- Use “Visitor” badges to identify individuals as having complied with the appropriate entrance procedures.
- Lock doors and gates, other than those essential to the normal functioning of the school programme (do not lock fire doors).
- Establish an in-house code system to alert staff to a potential problem.

Crisis management initiatives

- Contain threatening behaviour or physical attacks using strength in numbers of staff.
- Call police if violence is continuing or is threatened.
- Call police immediately if there is a person on the school grounds who has not complied with appropriate entrance procedures.
- Use Alert Code system to alert staff to a problem.
- Secure all areas of the school facilities.
- Alert neighbouring Schools and the local authorities of any threat that might affect them or the wider community.
- Seek to contain the area where violence is occurring but do not lock perpetrators in.
- Make an all school announcement directing teachers to remain in secured classrooms with their students, take attendance and report to the school office any students unaccounted for.
- Implement appropriate parent communications procedures.

Post-crisis initiatives

- Develop and institute a plan for student counselling, if appropriate.
- If the school has been closed establish a re-entry plan for students.
- Review the crisis event and evaluate the effectiveness of crisis management strategies.
- Produce a written report for the Trustees and for future reference.

Severe weather condition

Severe weather can produce a crisis situation for students and adults. The most common crisis in this category is a situation where severe weather conditions develop during a school day and transportation home presents a danger to students and adults. Examples of serious weather conditions include heavy snow, torrential rain, storm force winds, thick fog and severe freezing.

Pre-crisis initiatives

- Review procedures for evacuating buildings.
- Identify the various agencies; websites, which carry, updated weather information.
- Identify areas of school grounds that are considered safe and could be used to hold students / adults if travel to homes is unsafe.

Crisis management initiatives

- Gather appropriate information concerning weather conditions from weather bureaus.
- Decide on appropriateness of releasing students from school early.
- Activate Crisis Team, if decision is to maintain students in the school.
- Notify and maintain communications with transport company.
- Institute radio, email, telephone and television communications.
- Update the school website with relevant information.
- Supervise students according to an extended supervision plan until travel to homes is safe.
- Move students to the safest locations in the school ground, if safety within particular buildings is at risk.
- Maintain communications with all institutions, e.g. police and fire, to inform them of school actions.

Post-crisis initiatives

- Develop and institute a plan for student counselling, if appropriate.
- Review the crisis event and evaluate the effectiveness of crisis management strategies.
- Develop a written report of the crisis for future reference.

Bomb threat

Pre-crisis initiatives

- Review with students and staff written procedures to follow.
- Encourage students to report any suspicious looking objects.

Crisis management initiatives

- Evacuate the building – students and staff to Fire Stations or onto a safe area on the School grounds furthest from the suspected bomb location.
- Notify the police.
- Make decision concerning the disposition of the students and the re-entering of the building.
- Communicate outcome via radio, website, text messaging, message on the main phone line and email.

Post-crisis initiatives

- Continue school for the remainder of the day after the building has been searched and cleared for re-entry.
- Produce a written report of the incident.
- Review the effectiveness of the crisis management plan.

Drugs

Drug taking may occur within student groups, in and off the school premises. All students need to be able to make safe, healthy and responsible decisions about drugs, both legal and illegal.

Pre-crisis initiatives

- Appoint a designated senior member of staff with overall responsibility for all drug issues and to teach age-appropriate drug education within the school.
- Develop a drugs policy that sets out management of prescription drugs and medicines within school boundaries; and what constitutes as a drug incident.
- Monitor trends in local drug use.
- Record cases of susceptible students, those with special educational needs, whose parents/carers misuse drugs, have missed substantial amounts of schooling.

Crisis management initiatives

- Priority should be placed on safety, meeting any medical emergencies with first aid and summoning appropriate help.
- Notify the police, who will collect and then store or dispose of the drug in line with protocol.
- Implement appropriate parent communication with student/s in question.

Post-crisis initiatives

- Record what has happened and all actions taken as soon as possible including police crime reference number.
- Write a letter to parents/carers notifying of them of the incident and directing to support if they are affected by similar events.
- Offer relevant drug education and counseling to students.
- Dependent on the severity of the incident, an appropriate level of suspension, removal, or expulsion should be agreed for the student/s concerned, and parents/carers should be notified in writing.

Fire

Fires are one of the most common forms of crises in school buildings. Fires can be the results of accidents, faulty electrical wiring or equipment, natural causes, malicious intent, or a variety of other causes. Schools need to be prepared. Effective measures can prevent fires and efficient actions can limit harm to students or adults.

Pre-crisis initiatives

- Maintain appropriate inspections of the school buildings to minimise risk from fire.
- Assure the proper maintenance of fire equipment located in the building.
- Establish safety procedures to relocate students and adults to the safest location outside the school building.
- Organise and institute educational activities reinforcing the importance of fire prevention and fire safety.

Crisis management initiatives

- Communicate immediately with fire and police departments to seek assistance.
- Implement alarm procedures.
- Seek medical assistance, if necessary.

- Initiate appropriate parent communications via radio, message on main phone line and 'email blast'.
- Relocate students, if necessary.

Post-crisis initiatives

- Develop and institute a plan for student counselling, if appropriate.
- Reinforce appropriate education for all students.
- Evaluate procedures with fire and police departments.
- Review the crisis event and evaluate the effectiveness of crisis management strategies.
- Develop a written report of the crisis for future reference.

Child abduction

Child abductions in and out of the school setting represent a crisis situation. The most common child abductions occur as students walk to and from school, but potential abduction from within the school grounds exists as well.

Pre-crisis initiatives

- Notify teachers about custodial problems.
- Organise and institute training sessions for all students regarding appropriate actions to take when confronted by a stranger.
- Educate students about the dangers of talking to strangers, accepting invitations for a ride in a strange car, etc.

Crisis management initiatives

- Contact police immediately.
- Collect all appropriate information regarding the event.
- Implement appropriate parent communication.
- Alert other students and staff about incident.

Post-crisis initiatives

- Support teachers in organising discussions in classrooms or other groupings to reduce anxiety and fear about future abduction concerns.
- Provide counselling, if needed.
- Develop a written report of the crisis for future reference.
- Review the crisis event and evaluate the effectiveness of crisis management strategies.
- Write letter to parents/carers.

Accident

Accidents happen. The school has the responsibility to attempt to foresee accidents and be prepared to deal with a variety of potential accident situations. Not all accidents represent a widespread crisis, but car accidents and/or accidents internal at the school can lead to a crisis situation.

Pre-crisis initiatives

- Establish routine safety precautions to avoid accidents on school property.
- Develop and implement a regular maintenance cycle of all equipment and buildings.
- Provide appropriate first aid resources to treat individuals or groups of individuals suffering personal injury from an accident.
- Establish educational activities that draw attention to the importance of accident prevention.

Crisis management initiatives

- Communicate the status of an accident to the proper authorities: ambulance, rescue services, fire service, and the police.
- Communicate the status of an accident with the parents/carers or guardians of involved students.
- Minimise rumours within the school building by providing appropriate all-school communications.
- Move students to safe location inside or outside of the building, if an accident results in their potential harm.
- Identify a counselling area for students or adults in need of counselling support.

Post-crisis initiatives

- Develop and institute a plan for student counselling, if appropriate.
- Reinforce appropriate education for all students.
- Develop a written report of the crisis for future reference.
- Review the crisis event and evaluate the effectiveness of crisis management strategies.

Suicide or death

Occasionally schools are subjected to the death of a student or staff member as a result of accidents or other causes. The loss of a student or adult can have deep psychological impact on students and/or staff. Schools should be prepared to deal with death in a sensitive manner. Deaths are often sudden and unexpected. Communications and constructive intervention are important considerations.

Pre-crisis initiatives

- Review current practice and curriculum in terms of effective promotion of health, well-being and resilience; to include age appropriate elements and incorporate improvement planning where necessary.
- Establish other school programmes that prevent harm to students and possible death, e.g. SADD.
- Establish a secure and safe school environment free from the potential for accidental death.
- Identify a team of counsellors who are trained to deal with death or suicide; ensure ready access to such individuals.
- Attend to any warning of impending violence.

Crisis management initiatives

- Assign roles.
- Set-up a room as a crisis centre.
- Have a designee explain facts to students.
- Have a counsellor visit each of the decedent's classes.
- Gather the decedent's personal property to be returned later.
- Provide individual interventions.
- Notify community support agencies, if needed.

Post-crisis initiatives

First day

- Begin with a staff meeting to review the situation, including feelings of students and staff.
- Stress normalise the routine as much as possible.
- Review procedures for excused absences and discuss questions regarding a memorial service and the funeral.
- Continue crisis centre support.

- Schedule an in-service meeting for the staff to review skills for working through grief and, if the death was a suicide, review risk factors, how to diffuse and alleviate guilt, and how to respond to questions and feelings about suicide.
- Review or provide a list of crisis services and phone numbers for referral to parents/carers or students.

Second day

- Have the crisis team meet.
- Provide a written announcement to be read by staff concerning funeral arrangements; make staff aware of the details so they can answer student questions that may arise.
- Have the chosen staff member visit or communicate expressions of sympathy to the family.
- Monitor 'at risk' students and, if appropriate, begin referrals for continued support.
- If the death resulted in a high level of community interest be aware of media coverage, schedule an evening meeting to answer questions.

Follow-up

- Arrange for the return of the deceased's personal property to the family.
- Remind all staff to be aware that students may question the spiritual aspects of death.
- Provide a list of emergency agencies and phone numbers to the parents/carers of school students.
- Schedule a staff meeting to discuss the interventions that took place and to remind people to continue to monitor the behaviour of students.

Appendix two - the crisis management procedural checklist

1. The crisis management procedural checklist

The lead is responsible for ensuring that all staff members are aware of crisis procedures and that a designated person is in charge in his or her absence.

Below is a checklist, which has been compiled to assist in the successful management of a crisis as soon as it becomes apparent.

- ❖ Gather one's thoughts upon receiving disturbing news and decide who can help and what plans need to be made.
- ❖ Clarify the basic facts.
- ❖ Assemble members of the Crisis Management Team
- ❖ Secure the scene for any police investigation; designate a member of staff to direct and, if appropriate, remain with the police while on the school grounds.
- ❖ Obtain as many details as possible from the family, friends, police, hospital as appropriate; determine what details can be shared publicly.
- ❖ Confirm information if there is doubt about its accuracy; take special care in cases of possible suicide, death or serious injury; make decisions in the best interest of the victim and his/her family, the school community, and any ongoing police investigation.
- ❖ Notify all staff to inform them of the time and place of emergency staff meetings; share facts quickly to stop rumours; it may be appropriate to inform some staff members before others; allow staff as much time as possible before the students are informed to allow appropriate preparation for sharing the information with students.
- ❖ Determine how students will be notified; as with staff, there may be some students who should be told prior to the rest being informed, consider how and what they are to be told, who will tell them and their possible reactions.
- ❖ Arrange support for staff and students who are most likely to be affected; ensure that all staff members receive support, resources and appropriate strategies to assist them in dealing with the initial reactions of students.
- ❖ Determine how and who will notify all parents/carers by using the student emergency information list; some parents/carers may need to be notified before others.
- ❖ Designate a Crisis Coordination Centre (CCC).
- ❖ Make refreshments available throughout the day in the CCC and in all counseling areas.
- ❖ Contact and notify the Trustees, SWSF, and if appropriate, DfE.
- ❖ If appropriate review upcoming events to determine what events need to be cancelled or postponed.

- ❖ Designate one person to be the contact with the family of the student or staff member involved.
- ❖ Designate one media contact, usually the lead, or someone selected by the lead.
- ❖ Prepare short factual statements about the incident and the school's response to it.
- ❖ Prepare a statement and instruct the receptionist to handle telephone inquiries from community members using a copy of the prepared statement.
- ❖ Update the school website with information about the crisis and the school response to it.
- ❖ Prepare a letter to parents/carers outlining the incident and the school's response to it.
- ❖ Continue to keep students and staff up-to-date with information as it becomes available.

Appendix three - crisis management staff and student liaison

1. Crisis management staff and student liaison

Initial staff meeting following a crisis

An initial staff meeting is required to provide accurate information, agreement on a plan, solicit suggestions and answer questions.

At this meeting, the Crisis Management Team will provide information about the crisis, discuss the feelings students may have and how to deal effectively with students, and how teachers can help students to deal with their feelings. As students will need time to talk, the daily schedule may need to be altered.

Decisions as to what activities may be postponed or cancelled will be made.

A member of the CMT (Crisis Management Team) should cover the following points:

- Introduce any outside support source members that may be present at the meeting.
- Clarify facts surrounding the crisis incident.
- Allow time for the staff to ask questions.
- Discuss how students will be informed of the crisis incident.
- Announce the name of the member of staff that has been assigned as the liaison with the family of the involved student, if applicable.
- Announce the time for a follow-up staff meeting (e.g. at the end of the day, the following morning).
- Inform staff of the location of the Crisis Coordination Centre and any counselling centres within the school.
- Distribute handouts to staff, if appropriate.
- Involve staff in identifying additional students who may be at risk; clearly define the referral process.
- Schedule daily/weekly follow-up meetings to continue crisis debriefing, if necessary.

Helping students at risk

There is no single 'correct' reaction to a crisis. It is important that the students be told as soon as possible about a crisis in a direct and simple manner. When most tragedies occur some students are potentially at risk more than others. These students at risk could be close friends of the victim or others who have experienced similar tragedies in their families. Emotionally frail children should receive attention.

The CMT or someone appointed by the team should:

- Ask that such students be identified to the crisis management team.
- Inform those students, who are particularly at risk, of the crisis in private by someone who is trusted and respected by them.
- Inform the parents/carers of the student who may be at risk; provisions for follow-up and/or future contact should be available to the parents/carers.
- Secure a place for the student to have privacy.
- Give information simply and directly.
- Allow the student to speak about feelings and emotions; denial and confusion are often the first reactions.
- Have someone who is close to the student (staff, fellow student, counsellor) remain with the student; the student should not be left alone or permitted to leave the school unaccompanied.
- Be sensitive to the fact the 'at risk' students may choose to come together in a variety of informal locations.

Lock-in or emergency evacuation

In the event of the necessity of a "lock-in" (teachers keeping students locked in their classrooms), a phrase will be spoken "CODE RED."

Teachers will do the following:

- Close and lock their class doors.
- Where possible close or cover any windows, which will allow someone from the outside to see in.
- Await further instructions, to be given.
- In the event of an emergency evacuation, the fire alarm will ring.
- Students will be directed, if necessary, to the Fire Assembly Area.

Appendix four - communications

Stakeholder communications

In this appendix there are a selection of recommended media statements and student/staff/parent announcements to consider releases during and after a crisis, using the example of a staff/student death.

Staff/student death

Our school community has been informed of the death of one of our students/staff. We regret that *name* died *when—last night, yesterday, etc.*

The Lead contact has talked to *name's* family.

Depending upon circumstances, use one of the following statements and consider age of students hearing the information and what the family has authorised.

The information we have at this time is that *1 or 2*:

1. In case of accident or illness, provide basic details:

- e.g. *name* was involved in a car accident
- suffered a heart attack.
- died of cancer.

2. In cases where suicide is known or suspected:

e.g. *name* was found at *place, e.g. home* by *whom* and could not be revived.

We do not have any details at this time concerning the cause of death. We will provide additional information once we have received it. (Include information about the funeral if the family has no objections.)

1. The funeral will be at *place* on *date* at *time*.

Visiting hours will be at *place* on *date* at *time*.

2. *Name's* family has indicated that the funeral arrangements are private.

The next few days will be difficult for everyone. You are encouraged to support each other. Counsellors are available to talk with students in *place*.

Teacher's script

We now know that _____'s death has been declared a suicide. Even though we might try to understand the reasons for him/her doing this, we can never really know what was going on that made him/her take his/her life. One thing that's important to remember is that there is never just one reason for a suicide. There are always many reasons or causes and we will never be able to figure them all out. Today we begin the process of returning to some form of normality in the school. This may be hard for some of us to do. Counselors are still available in school to help us deal with our feelings.

If you feel the need to speak to a counsellor – either alone or with a friend, let an adult know and they will help make arrangements.

Note: If funeral arrangements are known at this time, teachers may share with the students.

Student death-funeral arrangements

To: all staff and students

Services for *student's name* will be held at *location* on *date & time*.

The family has decided on the following arrangements:

Students will be excused from classes for the morning /afternoon /day In order to visit the funeral home / attend the funeral; a parent's note is required.

At the request of the family, school staff will will/not attend the funeral.

Please notify your teacher whether you plan to attend the funeral.

Initial letter to parents/carers

Dear Mr Mrs Ms etc,

We are very saddened by the recent death of one of our students/staff, (*deceased's name*). This is a very difficult and upsetting time for both the (*family's name*) family and for the school community. Our thoughts and prayers are with the family at this time.

Our counselling staff, (*list outside agencies that may be assisting in crisis management*), and other members of the staff have and will continue to provide emotional and psychological support to all members of our community.

We are trying to maintain as structured a schedule as possible (*outline schedule for school over the next couple of days*).



I encourage you to have an open discussion with your child about this incident. While some students have openly mourned our loss, many will need to process this information as the impact on our community continues to be felt. Please be assured the school will continue to support all our students in the weeks ahead.

Please do not underestimate the influence this may have on your child. As you know, such a loss can cause a variety of reactions. If you require the advice or assistance of our staff, or if you wish to have some reading material of your own to help your child through this process, please contact the Counselling Centre.

Sincerely,

xxxx

Follow-Up letter to parents/carers

Dear parents/carers,

Last week, I wrote to inform you of the tragic death of (deceased's name).

The faculty, staff, and students of the school were saddened by (deceased's first name)'s death and we continue to try and come to terms with the loss.

Counseling has been available in the school during the past week assisting the staff and students as part of our school's support for our community and your child. We can assure you that this support will continue to be available as long as it is needed. Please contact the school if you feel your child needs any extra consideration in this regard.

If you want some reading materials of your own to help your child through this process, please contact (contact person's name) at (number) and s/he will supply you with the information.

If you have questions or concerns, please do not hesitate to call the school

on 01803 897377 or email:

Sincerely,

xxxx

Preferred meetings schedule following a critical incident

7:30 a.m. CMT Meeting Boardroom

8:00 a.m. All staff meeting

10:45 a.m. Follow-up CMT meeting if needed

12:45 p.m. Follow-up Staff meeting if needed

15:00 p.m. Follow-up CMT / staff meetings as needed

ENDS