

THE IONA SCHOOL and THE IONA DAY NURSERY

DISASTER RECOVERY PLAN and POLICY

2015-2020

Policy written August 2015

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DISASTER RECOVERY PLAN

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SECTION 1.

THE DISASTER RECOVERY PLAN

1. Disasters are difficult to prevent, but by anticipating their effects and putting in place a carefully prepared Recovery Plan, the damage and disruption can be minimised.
2. This Plan describes the manner in which the school will respond to disasters affecting not only the premises e.g. fire, flood and explosion, but also those resulting in injury to pupils, staff and visitors.
3. The Plan provides a framework for taking the school through the process of:
 - Implementing immediate actions to ensure the safety of pupils, staff and visitors, including evaluation and treatment of casualties, liaison with emergency services, notification to families of individuals injured and the protection of assets
 - Establishing temporary arrangements to ensure that normal school activities are recommenced as soon as possible. These actions will include:-
 - finding safe, secure teaching environments
 - minimising the inconvenience to pupils, staff and employers
 - enabling finance and administrative procedures to be resumed with minimal delay
 - Undertaking the planning and management of the actions required to establish the mid to long term return to operational normality e.g. new buildings etc.
4. Central to the process is the Disaster Recovery Team, led by the Disaster Recovery Manager, who will be responsible for co-ordinating and managing the schools recovery.
5. The Plan is not over complicated and provides a summary of the key steps and key information to the recovery process.
6. Details of the plan and how it is implemented will be cascaded down through the organisation through staff development workshops that will include role plays in typical disaster scenarios. The outcomes of these events will be used to inform the development and updating of this plan.

SECTION 2

Key data

1. The Iona School is an independent co-educational school operating in the east of Nottingham and extending pupil catchments into Nottinghamshire, Leicestershire and Derbyshire. It offers life skill to pupils from 3 to 12 years through Kindergarten and primary school. It operates 37 weeks a year
2. The Iona Nursery is an independent nursery operating in the same building and provides care for children 0-3.5 years old. The nursery operates 50 weeks a year.

Site details

1. The Iona school effectively comprises two main building elements provided for an L shaped configuration of education and administrative accommodation fitted out to a basic level of condition and specification throughout.
2. The main building is located close to the front elevation of the site and providing for accommodation at lower ground, ground and first floor within the building estimated to date from the 1960's/70s. It incorporates concrete panelling/brickwork elevations with a mixture of aluminium framed single glazing/UPVC double glazing beneath a flat roof structure.
3. The lower ground provides a small area directly accessed from the front car park elevation providing for a basic storage and garage facility, which in turn leads to one of two staircases providing access to the upper floors
4. The ground floor provides for a series of cellular office rooms and classrooms, including the main reception, nursery and appropriate facilities
5. The First floor is fitted out with a series of rooms accessed off the main corridor, spanning the length of the building, which also incorporates kitchen and dining room area
6. Interconnecting the main building is the rear building, effectively cut into the sloping site and providing interconnecting accommodation at the upper ground floor and further accommodation at the first floor. The ground floor area incorporates a number of classrooms including facilities in addition to the large, full height hall incorporating stages and a large gymnasium. The Building incorporates component parts but is of a similar level of construction, condition and specification as the Main Building.
7. The rear Building has dedicated access via a set of stairs at the front elevation leading to a tarmac balcony area
8. Located to the rear of the buildings is a hard surfaced play area which in turn adjoins some basic Tennis Courts
9. The remaining building is in respect of the Kindergarten buildings. These are located at the upper ground floor at a similar elevation to the main entrance to the main building. They are block/timber clad elevations beneath flat roof construction. The two buildings are adjoined by external corridors and fitted out to a basic level of condition and specification throughout.
10. Car parking provision is located close the front elevation and an further car park is situation to the rear of St Bernadette's Church
11. The remaining element is the large amount of allotment Land with a green woodworking area and outdoor covered area for class time.

Heating Provision

1. There is a boiler house, situated off the main play area, with a Potterton Rapido F200 boiler c/w Nuway gas burner.
2. There is also provided by 2 no Combi boilers (in the upper RHSP boiler room)
3. One wall mounted water heater in the main reception toilet and one wall mounted water heater in the nursery cloak room and 9 Temcana gas wall mounted heaters, these are located in;
 - 2x kindergarten Blue room
 - 2x in the kindergarten pink room
 - 1x parent toddler room
 - 1x afterschool room
 - 1x in the nursery over two room
 - 1x in the upstairs craft room
 - 1x in the kindergarten foyer

Area measurements

Main building/Admin	Metre (squared)	Feet (Squared)
Lower Ground	49.04	528
Ground	353.12	3801
First	353.1	3801
Sub Total	755.28	8130

Rear building/hall & Gym	Metre (squared)	Feet (Squared)
Upper Ground	1193.15	12843
First	507.81	5466
Sub Total	1700.96	18309

Kindergarten/stores	Metre (squared)	Feet (Squared)
Ground	419.85	4519
Upper ground	419.85	4519
Sub Total	839.70	9038

Total Gross area	3295.94	35477
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Curriculum Offer

3. The curriculum offered at the school is shown in the table below.

Iona School and Day Nursery	
Craft work	Woodwork

Iona School and Day Nursery	
German	Learning support
Kindergarten	Lower school
	Nursery

Risk Analysis

1. The buildings most likely to cause the maximum disruption due to the loss of accommodation on the school site are; Reception, all the class rooms, Kindergarten and Nursery area. This is due to the size and capacity of the building and the specialist provision that it accommodates. If we lost either one or all of these spaces, alternative accommodation would be needed.
2. Also, it is worth noting that the rental loss from Rutland house school for parents would cause significant financial loss, however, the disruption of the loss of their rented area due to disaster would be minimal on the day to day running of the school and Nursery.
3. The loss of the admin offices as a stand-alone unit would cause some disruption, however, relocation could be sought within the school building
4. The school hall and gym loss as a stand-alone unit would cause some disruption, however, relocation could be sought. This would not close the school unless there was significant health and safety issues
5. Another problem to be considered is if access to the school on Sneinton dale was closed off for a long period of time. The school, without this road is 'land locked'

Please see appendix two for pictures of the above areas

SECTION 3

HOW THE DISASTER RECOVERY WILL BE MANAGED

1. The school has appointed a Disaster Recovery Manager and a Disaster Recovery Team, details of which are given in Section 4.
2. The Disaster Recovery Manager will have full responsibility for ensuring that all the necessary actions are taken to:
 - secure the immediate safety of individuals
 - protect the school's site, buildings and contents
 - arrange as soon as possible, temporary facilities to enable activities/operations to continue
 - co-ordinate mid to long term plans to re-establish operations, procedures and premises to at least the standard prior to the disaster occurring.
3. In the event of a disaster the Disaster Recovery Manager will be responsible for assessing the scale of the disaster and deciding whether or not to implement the full recovery procedures and involve the entire Disaster Recovery Team.
4. If the Disaster Recovery Manager decides not to implement the full recovery procedures, they may utilise those members of the Recovery Team whose responsibilities are most suited to the recovery.
5. Staff within the Disaster Recovery Team have been given specific responsibilities. However, in the event that any individual is unavailable, due to illness, holiday etc., their duties will be transferred to another member of the existing team or to an alternative person who will be added to the Team. This will be the decision of the Disaster Recovery Manager or, in their absence, the Deputy Manager.

SECTION 4

DISASTER RECOVERY TEAM

Function	Manager Telephone Number	Responsibilities
Disaster Recovery Manager	Fiona Stuart 01159415295	<ol style="list-style-type: none">1. Ascertain size and scope of emergency and/or disaster and decide on team required and inform them accordingly.2. Inform those on Key Contact List, included as Appendix 3, of scale and scope of emergency and/or disaster.3. Organise base from which to work.4. Schedule team meetings as appropriate.5. Ensure all aspects of emergency and recovery are handled effectively and properly.
Deputy Disaster Recovery Managers	Dominique Allen Nick Horrigan Helen Fitzsimmons (Nursery) 0115 9415295	<ol style="list-style-type: none">1. Work with the Disaster Recovery Manager at all times.2. Deputise for Disaster Recovery Manager when she/he is absent.3. Ensure site is secured.
Education Facilitator	Richard Moore Robert Strafford 0115 9415295	<ol style="list-style-type: none">1. Inform the appropriate bodies of the type and scale of the disaster.2. Identify and request assistance from these bodies as and when required.
Media Liaison	Dominique Allen 0115 9415295	<ol style="list-style-type: none">1. Compile and issue all communications to the media, such communications having been agreed by the Disaster Recovery Manager.2. Answer all enquiries from the media or direct such enquiries to the Disaster Recovery Manager if required.3. Inform staff that all media enquiries should be directed to the person responsible for media liaison and under no circumstances answered by the member of staff him/herself.4. Ensure that all outgoing communications are checked and authorised by the disaster manager

Function	Manager Telephone Number	Responsibilities
Staff Liaison	Chair of College 0115 9415295	<ol style="list-style-type: none"> 1. Compile and issue all communications to staff via Trustees, College and flow group. Such communications and to whom they will be made will firstly be agreed by the Disaster Recovery Team. 2. Receive and answer all communications received from staff.
Student and Parent Liaison	Admissions officer 011 59415295 2 Teachers to represent each area of school Main school and Kindergarten Nursery Manager	<ol style="list-style-type: none"> 1. Compile and issue all communications to students and parents having agreed these with the Disaster Team. 2. Put in place the necessary system to enable such communications to take place. 3. Put in place a system to enable incoming communications from pupils and parents to be dealt with in the appropriate way.
IT Recovery Systems	Fiona Stuart 01159415295 Micheal Revill 0797 1234 043	<ol style="list-style-type: none"> 1. Ascertain the extent of damage to computer hardware, software, wiring etc. 2. Identify requirements for essential computer functions to be operative as soon as possible and what is required to re-instate all functions as were operative prior to the disaster occurring. 3. Place orders for and oversee the supply and installation of the equipment etc. identified in 2. above, having firstly liaised with the Team member responsible for insurance claim and recovery financing.
Insurance Claim/Recovery Financing	Fiona Stuart 0115 9415295	<ol style="list-style-type: none"> 1. Immediately inform the insurance broker/company of disaster. 2. Liaise and communicate with the Loss Adjuster appointed by insurers. 3. Discuss with the Team members responsible for IT Recovery, Premises and Equipment Resources and Curriculum Issues their requirements, and approve any orders/purchases they recommend. Such approval should only be given as and when approved by Loss Adjusters. 4. Produce a cash flow of the funds required to re-establish complete school operations and agree this and interim payments with the

		Loss Adjusters.
Function	Manager Telephone Number	Responsibilities
Curriculum Issues (course materials, examinations, etc.)	Fiona Stuart College and Teachers	<ol style="list-style-type: none"> 1. Ascertain the loss of or damage to course materials and loss of examination data. 2. Identify other curriculum issues affected by the disaster. 3. Identify curriculum requirements both immediate and long term to enable complete re-instatement of curriculum delivery. 4. Place orders for and oversee the supply of course materials etc. identified in 2, 3 and 4 above. This should only be done after liaising with and obtaining approval from the Team member responsible for insurance claim/recovery financing.
Human Resources	Fiona Stuart 01159415295	<ol style="list-style-type: none"> 1. Assist disaster recovery manager/assistant with staffing issues. 2. Setup confidential meeting/support room 3. Liaison with all disaster recovery team
Environmental Health issues	Fiona Stuart 01159415295	<ol style="list-style-type: none"> 1. Contact the local council environmental health 2. Arrange suitable remedies for the particular problem

SECTION 5

ACTIONS TO BE TAKEN TO RECOVER FROM A DISASTER

1. From the first notification of the incident, there will be a pressing need for urgent information as follows:
 - What has happened and how serious is it?
 - What facilities have been affected and is this loss a short, medium or long-term?
 - Have there been any casualties (pupils, staff or third party)?
 - What access is there to the premises and when will this be possible?
2. This information will be gathered by the Disaster Recovery Manager, who should be the first to be informed of the disaster. Having obtained this information the Manager will:

Contact the Disaster Recovery Team, if appropriate

- Decide where the Team will meet and when
 - Issue any immediate instructions to staff etc. that are required, to protect staff, pupils, visitors to the site and school assets
 - Contact the emergency services, if not already actioned.
3. The Disaster Recovery Team will then meet to discuss the disaster and decide on the immediate actions that are required as well as in the following two/three days. The actions will then be delegated to the relevant team member in line with their delegated responsibilities.
 4. During these first two/three days, a considerable amount of activity is likely to take place and, therefore, the Disaster Recovery Team will need to meet and communicate on a regular basis throughout that time. Towards the end of the second/third day, the strategy for the mid to long term should be identified and the frequency of team meetings and the form of communication going forward should be formalised.
 5. The following is intended to assist the Disaster Recovery Team in the recovery process and is supplemented by the additional information included in the various Appendices to this Plan.

Buildings and possible solutions

6. All The Iona buildings are on one site, however, there are, as described in section 2 ,several entries so it may be possible to block of a particular portion of the school, enabling us to carry on activities in another area if safe to do so. However, the following may also apply;
 - If the ground floor near main entry and rooms above was unusable, therefore removing the nursery, reception, craft room and admin offices this would cause issues. The Nursery could possibly be temporarily located in the Parent Toddler room and after school club room. This would mean having to cancel these activities. However alternative accommodation could be sourced (see below)
 - Food preparation could be moved from the downstairs nursery kitchen to the upstairs kitchen, however, this does require some upgrading.
 - If the Kindergarten block was unusable, this would cause a major issue, with temporary accommodation having to be sought. We may be able to relocate this to portable classrooms on the top tennis courts or the leasing of suitable accommodation in the local area
 - If the main school building would cause significant disruption and would therefore would result in the school looking at alternative temporary facilities to be in a position to deliver the curriculum. The use of temporary buildings to provide classroom and office space (the siting of which could be on the existing grounds /car parks) or alternatively leasing suitable accommodation in the local area.
 - RHSP would also fall under our solution management

ALTERNATIVE ACCOMMODATION

- The land is a safe and secure area that would provide a good area for alternative accommodation. It is safely enclosed and would hold enough space for temporary accommodation

- St Bernadette's catholic centre have a building at the top of the school drive that is empty for all days except Sundays, this would provide excellent safe accommodation in case of an emergency
- Another port of call is to be the Bakersfield community centre, this building is situated at the front of the school.
- All long term community groups using the hall should be notified and assistance given for alternative accommodation

General

7. Should the school suffer a major disaster it will consider re-planning the timetable in order to accommodate pupils/courses disrupted by an incident at alternative accommodation. The school will also identify children that could be moved out of the school to Michael House Steiner schools or similar until the buildings are brought back into use or alternative arrangements made. In the event of the school requiring the hire of temporary portable accommodation, then an appropriate specialist supplier will be contacted and provided with details of the school's initial requirements.
8. During the disaster the Disaster Recovery Management Office will be sited within the undamaged or temporary buildings on the school site affected.

Equipment / Resources

9. The requirements for IT telephony are detailed below and, therefore, the following covers the replacement of other equipment to the functioning of the school.
10. Key equipment such as desks and chairs will be immediately replaced up to the capacity required for use in any temporary or leased buildings.
11. Course textbooks and other materials necessary for the effective delivery of programmes and services will also be replaced. Specialist equipment will be purchased from the school's usual suppliers.

Information Technology

12. It is essential that the IT and telephony operations of the school are up and running as quickly as possible, in order to allow the general administration of the school to function and to ensure the various subjects can be delivered. Currently all data, including accounts, is backed up to cloud, which is easily recoverable.

Staff Liaison

13. The Disaster Recovery Team member and the person responsible for staff liaison, identified in Section 4 will, make arrangements for information to be cascaded to all staff, preferably via Trustees, College and flow groups. Each of these key people should have, off site, the telephone numbers of the staff for whom they are responsible. In this way no one person will have the onerous task of keeping all staff advised of developments.

Pupil Liaison

14. A member of the Disaster Recovery Team will have specific responsibility for maintaining contact with pupils who have been affected by the disaster. This will be achieved, depending on scale of disaster by letter, telephone and media releases. All communication with the media will be via the person named in the disaster recovery team and all news releases will be approved by a member of the Disaster Recovery Team with responsibility for media liaison.

School / Staff / Student Records

15. All records, where possible, together with any other critical administration data will be stored and maintained in computer format on the schools database. Data is backed up on a regular basis and enable data to be quickly recovered to facilitate a return to normal working.
16. Paper records, where practical, will be stored in secure fireproof containers or in the schools archive facility.

Cash Flow

17. The member of the Disaster Recovery Team with responsibility for finance will produce a cash flow schedule as soon as possible following a disaster and this can then be discussed with the Insurers' Loss Adjuster. Claims will be made to the insurance company as soon as is practicable in order to minimise cash flow problems for the school.

Insurance

18. The schools insurers will be contacted immediately in order for them to appoint a loss adjuster. The adjuster will be asked to visit the site and discuss the disaster and what is required as a matter of urgency.
19. The telephone number of the school's insurance broker is included in appendix 3

Tele-communications

20. The schools incoming and outgoing lines go directly via a normal operating system (no switchboard)
 - Mobile telephones will be made available for Disaster Recovery Team. These numbers will be circulated via the staff at all times
21. It is vitally important that if the building containing the phones, telecommunication links are re-established as soon as possible.

Site Security

22. The person, who is to be responsible for ensuring the site is secured, is the Deputy Disaster Recovery Manager.

Action Record Log

23. An Action Record Log should be maintained throughout the duration of the disaster. The information collected will be used to inform the development of future disaster recovery plans.

SECTION 6

Public Relations Crisis Plan

1. The aim of Public Relations Crisis Plan is to assist The Iona School and Nursery in responding to public difficulties taking into account the best interests of pupils, staff and the need to protect the reputation of the school.

Communication Policy

2. It is the policy of The Iona School and Nursery that:
 - To the best of our ability, the school will always convey accurate, factual information based on the knowledge at hand at the time;
 - The school will, at all times, seek to provide honest and open comments on matters of public concern. Every effort will be made to co-operate with, and meet the needs of, the media and other key communication channels;
 - The school will always show itself to be concerned about the issue at hand and will always put employee/pupils interests above short-term commercial interests;
 - When communicating with key stakeholders during such incidents, the school will at all times be mindful of and aim to protect its long term sustainability.

Public Relations Issues Covered

- Public Relations
- Crisis / Disaster
- Special Events / Launches
- Good News / Interest
- School Issues

3. The table below provides a checklist of typical issues that will attract media attention and for which an appropriate response will be required from the school.

School Characteristic	Considerations
Reputation	<ul style="list-style-type: none">- Image / public perception & subsequent PR requirements- Pupils / business community / other school reactions- Ongoing media interest- Damage to welfare
Financial	<ul style="list-style-type: none">- Repair / restoration of premises- Compensation / fines- Image / business recovery investment- Availability of funds to cover above- Litigation costs- Budget / financial implications

	- Insurance claim / premiums
Business	- Revenue and profit - Partners / trustees / supplier / community
Legal	- Charges under legislation - Pending action e.g. litigation against school / individual - Staff and / or pupil liability - Compensation - Court proceedings and potential media coverage
HR	- Staff retention & morale - Policy & procedure review - Availability of resources to support incident 'fall out' (eg. Counselling, job search etc.)

Crisis Scenario

4. In the event of a crisis/disaster scenario the school will need to communicate with the following audiences:

- **Internal**
 - Staff full and part time
 - Trustees
 - Contract workers
- **Media**
 - Local Press
 - National Press
 - International Press
 - Specialist Magazines
 - Local / National Radio
 - Local/National Television
- **Pupils**
 - Pupils
 - parents/guardians/carers
- **Parents/Guardians/Carers of Children in the school ,Kindergarten and nursery**
- **Community**
 - Community leaders
 - Council/ MPs
 - Careers service
 - Schools / 6th Form/ Colleges
 - Employment Agencies
 - Police
 - Local hospitals
- **3rd Parties**
 - Financial Backers/ Bank(s)
 - Emergency Services
 - Insurance brokers

Stages of a Crisis/Disaster Situation

Mayhem - The what, when, where, why and how!

5. In the event of a crisis/disaster situation the Communications Manager will act as Press Office and will manage all contact with the media and therefore establish itself as the main source of information.
6. In certain circumstances the Police will take the lead role in dealing with the media in the first instance. In these circumstances the press office will maintain regular contact with the police and other emergency services to ensure consistency of message.

7. The school manager and college will be responsible for setting up emergency telephone lines and notifying these to interested parties.

Prepare a press briefing.

8. In the event of a crisis/disaster scenario it is important that the media and other interested parties are kept informed of developments. To this end press briefings should be prepared following the guidelines shown below.
 - What is happening, why we have such limited knowledge at this time and what is being done to arrive at a fuller appreciation of the situation.
 - Back up by saying you will provide more information as soon as it is available.

Statements should:

- Be sympathetic for the sake of any 'victims'.
- Generate support from opinion formers.
- Give public confidence in the handling of the disaster.
- Generate goodwill among media for help with publicity or restraint.

9. Second statement should be released as soon as there is any detailed information.

- Tell the truth and not speculate.
- Show that you care (sympathy for victim's families).
- Do not release information about casualties until details have been confirmed and next of kin informed.

Further Statements.

- Do not release any details that may end up prejudicing what may become a criminal prosecution. Journalists will understand.
- Different media have different concerns, so different statements may be needed for local, national and international radio, television and print media.

General Issues

- The School Manager/Communications Manager should be at the scene of the incident at all times so that they can deal with any media that show up at the scene.
- The college representative/Communications Manager should monitor television reports, listen to radio reports and read newspapers. Any mistakes broadcast by the media should be corrected as soon as possible to avoid confusion and generating panic.

Interviews

- Radio and television will want a voice/face to talk about the crisis disaster.
- A spokesperson will need to be appointed.
- Spokesperson will be briefed before they are interviewed.

Manhunt and Epilogue

- Keep contact with the journalists and find out what they are working on (no surprises).
- Have statements / spokesperson ready during aftermath i.e. memorial services, official enquiry, legal action, trials etc.

Media Log Sheet

The Media Log Sheet should be maintained and updated during the whole of the period of the disaster. The data will be used to inform further development of the Public Relations Crisis Plan.

SECTION 7

Medical Emergencies

1. The aim of this document is to assist The Iona school and Nursery in responding to medical emergencies taking into account the need to protect the health and safety of pupils, staff and visitors to the school.
 - The response to a medical emergency will be driven by the type of incident encountered. During the normal day to day operation of the school, accidents and incidents will be dealt with by the relevant first aider supported by the disaster recovery manager and deputy disaster recovery manager.
 - Details of accidents and diseases that require notification to the Health and Safety Executive.
 - Where the incident involves death or serious* injury to an individual(s) the emergency services will be called by the person reporting the incident or responsible person and the casualties transferred to hospital. The following actions will then be taken:
 - HSE contacted and advised of nature of incident and injuries to individual(s);
 - An investigation into the nature and cause of the incident will be undertaken by the schools Disaster Recovery Manager or other designated manager in their absence;
 - the Public Relations Crisis Plan will be implemented and relevant parties kept informed;
 - Certain diseases and conditions are reportable to the HSE and Local Council Environmental Health Office. Under these circumstances the manager receiving a report of a notifiable disease will immediately notify and provide details of the nature of the disease reported. The Disaster Recovery Manager will then contact the local Environmental Health Officer and seek their advice in dealing with the incident. This may involve:
 - Suspending school activities within specified areas
 - Screening of individuals who have come into contact with the infected person to reduce the risk of onward transmission.
 - Provision of advice, guidance and counselling to individuals infected or who may have been in contact with the infected parties.

Staff Development

- The school will actively encourage staff to take part in first aid training at all levels to ensure that there is adequate emergency first aid cover at all times. A budget will be identified within the staff development budget for this purpose.

Advice from the Environment Agency

Following an incident, any spillages, contaminated materials or fire fighting water, should be disposed of in the correct manner. Contaminated water should not be disposed of in a drain without prior permission

If off-site disposal of solid liquid or waste is required, a registered carrier of waste should be used and the movement documented.

For further advice the Environment Agency can be contacted on 0800 807060.

APPENDIX ONE

MAPS OF THE SCHOOL LOCATION, AREA AND SITE (THREE IN TOTAL)



AREA OF THE IONA SCHOOL AND DAY NURSERY, OUTLINED IN RED.



PLACEMENT OF THE IONA SCHOOL AND NURSERY SHOWN BY THE RED ARROW



PLACEMENT OF THE IONA SCHOOL AND DAY NURSERY AND SURROUNDING AREAS

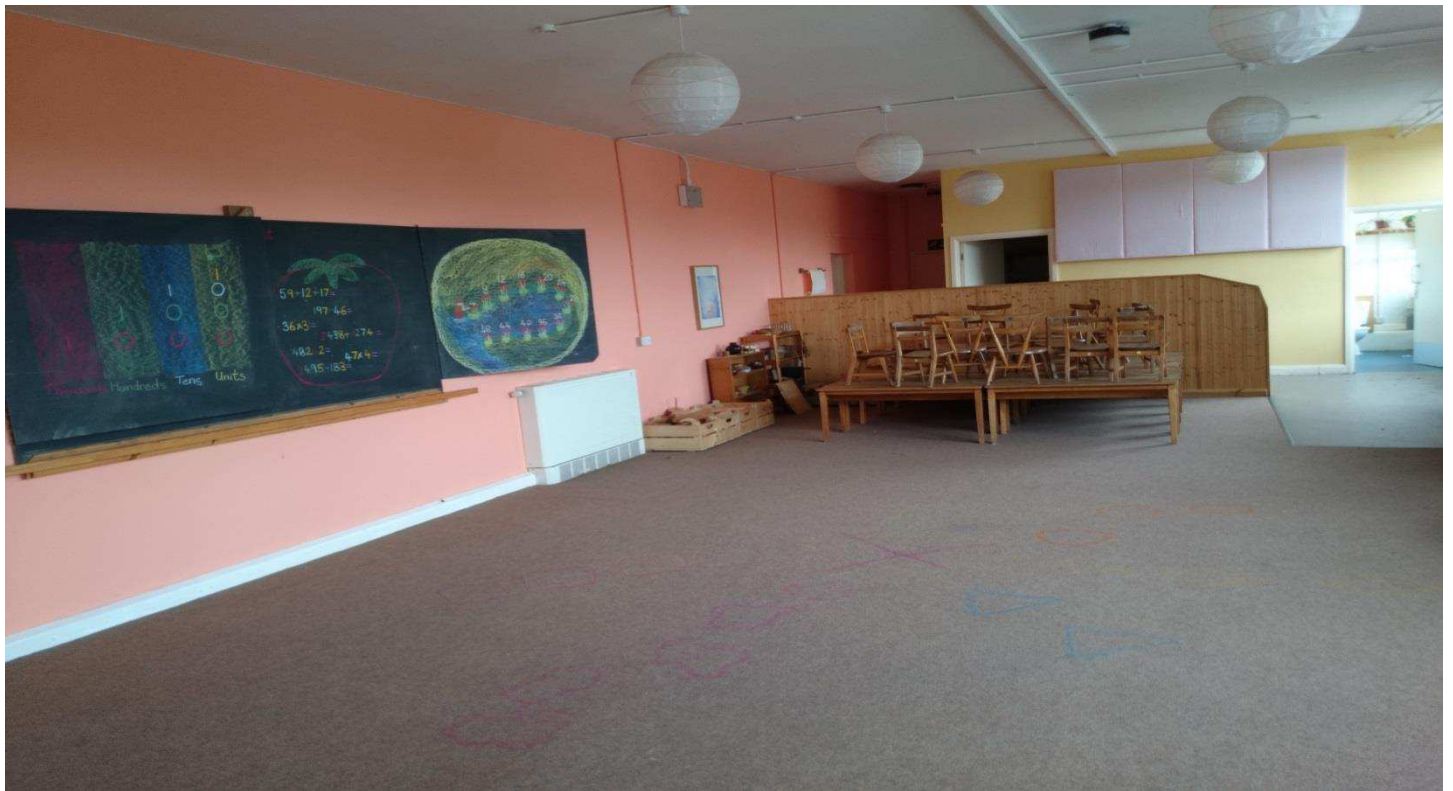
Appendix Two

Photos of areas discussed on Plan

1) main admin office



Classroom



Kindergarten Block



Reception Entry and Nursery over two end (left of door)



School Gym



School Hall



School Drive with Sneinton dale access



Land Entry



Upper car Park and Tennis court



Main corridor and under two nursery to lower floor



RHSP entry



Nursery Kitchen



Appendix 3

KEY SUPPLIERS

CONTACT NAMES AND TELEPHONE NUMBERS

Supplier	Name and Address	Telephone Number
Insurance Brokers	Bluefin The Coach House Firth Court, Firth Road, Lincoln (Nick Taylor Ward)	01522 504170
Gas	National Gas emergency service	0800 111 999
Water	Severn Trent W A Park Lane, Minworth, Sutton Coldfield	024 7771 5000 24 hr Emergency-0800 783 4444
Electricity	Western Power Distribution	0800 6783 105
Telephone	BT	Contact Number 0843 850 2091
Building Temporary Repairs and Salvage	Lee Jones Building 61 Hassock Ln , Shipley, Derbyshire DE75 7JE	Phone:07778 280485
Plumbing / Heating	Premier Heating 83A Main Rd, Gedling, Nottingham NG4 3HD	Phone:0115 961 1546
Plumbing domestic	Steve Moreland	07970 278598
Temporary Accommodation	Portakabin Nottingham Road, Beeston, Nottingham NG9 6DP	Phone:0115 922 8221
Temporary Storage	Magenta Storage Lady Bay Bridge Meadow Lane Nottingham NG2 3HQ	Tel: 0115 9852 852
Cleaning	Nottingham Industrial cleaning Elizabeth House Wigman Rd, Nottingham	0115 900 7300
Rubbish Disposal	Notts city council, comeercial services Eastcroft Depot, London Rd, Nottingham NG2 3AH	Phone:0115 851 0337
Bank	Triodos Bank Unity Trust Bank	0330 355 0355 0345 140 1000
Payroll	Marshall Smalley Accountants	01159565171/07733344937

Health and Safety Executive	Health and Safety Executive 14 Cardiff Road Luton Bedfordshire LU1 1PP	out of hours- 0151 922 9235. Office hours 0345 300 9923
Riddor		0345 300 9923
Commercial estate agents	Lambert Smith Hampton Nottingham 1st floor, City Gate East Tollhouse Hill Nottingham NG1 5FS	Tel: 0115 950 1414 Fax: 0115 941 0316
PR assistance	Liquid Enterprise House 115 Edmund St Birmingham B3 2HJ	(0)1527 832205 If any issues with contact, ask Jane SWSF
SWSF		(0)1384 374116
Catering	Beccys Global Kitchen	07789 917429

Appendix 4 other suppliers as needed

Company/Service	Name/Company	Email/Website	Tel	Mobile
Accountants	Simon-Marshall-Smalley	simon@marshallsmalley.com	0115 9565171	07733344937
Alarms (Burgler)	WEC	www.wec-alarms.co.uk	01159312656	
Alarm reset codes	look at number on box	next to alarm p.w portugal		
BANCA	Avril		0115 9480454	
Banking	Tridos		0117 9809712	
Banking	Unity Trust	utb@unity.co.uk	0845 1401000	
Bins (recycle and refuse)	Nottm City Council		0115 9152126	
Building Supplies	John A Stephens	www.johnastephens.co.uk/	0115 941 2861	
Carpet cleaning	Paul			07447007611
Carpets	Richardsons		0115 9831199	
Child Protection	Karen Shead/ Notts safeguarding		0115 9159389	
Cleaning supplies	Mark Douglas	www.mark-douglas.co.uk/	0115 972 0992	
Charities Commission	our no. 516999	http://www.hmrc.gov.uk/charities/	08453020203	
CRB	Novalis trust	www.novalis-trust.org.uk/	1453837551	
Cook relief	Wendy tebbat	wendy.tebbatt@ntlworld.com	0115 9114312	this one 1st
Cook relief	Becky Spurr		07789 917429	2nd
Cook relief	Deena Smiles	dkitchen1343@gmail.com	07565920354	3rd
Cook agency last one	full circle catering		01623 404311	last
Drains	Drainscan		0115 9376265	
Electrician	Moreton Fletcher (luke/james)	m.felectrical@hotmail.co.uk	07782849482	07977908159
Fire Alarm Servicing	premium fire	dave@premiumfire.co.uk		0115 9190999
Fire extinguisher servicing	premium fire	dave@premiumfire.co.uk		0115 9190999
Flat Roofs	Lee jones	info@leejonesbuildingandroofing.co.uk		07778 280485
Gas	Premier heating		01159611546	
HMRC	Employer Helpline		08457 143 143	
HR advice	Sage accounts	serial number- SH81532	08451115555	
Handyman	Lee jones	info@leejonesbuildingandroofing.co.uk		07778 280485
Heater/Plant Hire	Frank Key	http://www.frank-key.co.uk	(0115)9208208	
Iona Nursery		nursery@theionaschool.org.uk	0115 9587392	
Insurance (bluefin)	Nick-Taylor Ward	nick.taylor-ward@bluefingroup.co.uk	07738184148	
Muslin Supplies	Lantex Manufacturing Co Ltd		01254 398017	
Ofsted	122941 (s) 254590 (n)	www.ofsted.gov.uk/	03001231231	
PAT Testing	Mitre	www.mitreappliancetesting.co.uk	0115 9729123	07970460196
Paint supplies	Dulux decorator centre			
PC issues	Pccarefix	Micheal Revil		07971 234043
Pensions	employee not mercury	www.nestpensions.org.uk		0300 3031949
Pest Control	Nottm Pest Control		0115 9872968	
Photocopier	Danwood		01522 882288	
Plastics Plus (Signs)	Martin		0115 9865652	
Plumbing	Steve Moreland		0115 9522675	07970 278598
Printing	pyramid press		01159 626262	
QMC		QMC	0115 9249924	
Roof repairs	Lee Jones	info@leejonesbuildingandroofing.co.uk		07778 280485
RHSP	Caroline (trustee)	caroline@mulhouse.co.uk	0115 9586641	
RHSP	Erika Juhasz	erika.juhasz@schoolforparents.org.uk		07795482867
Sandpit sand		BBM Products	0115 9444744	
Sage Accounts	SH81532		08451115555	
Sage payroll	F764841		08451115555	
Schoolbook Supplies	Richard Wherle	richardwehrle@hotmail.co.uk	01453889053	07831 845777
Skip Hire	Wastecycle			
Solicitors	freeth cartwright	80 Mount Street, NG1 6HH	0115 936 9369	
Stationery School	(school materials)		0115 977 5640	
Stationary Office	Viking Direct	www.viking-direct.co.uk	0844 412 0926	
St Bernadettes	Alf Jackson		0115 9878272	
Stealth Security	(now paramount)	info@stealthsecurity.co.uk	0115 9298248	
Volunteers-BITC	Helen Moore/dave richards	helen.Moore@bitc.org.uk	0115 9247414	07887 830168
gate code		9476 hall code	c4569x	
RHSP	c1980z	rhsp office	c3089x	

appendix 5

MEDIA AND EMERGENCY SERVICES

CONTACT TELEPHONE NUMBERS

Media	Name	Telephone Number
Newspapers	Nottingham Evening Post (news desk)	0115 905 1951
Newspapers	Leicester Mercury (news desk)	0116 2224241
Newspapers	Derby Telegraph (news desk)	01332 411999
Newspapers	Newark Advertiser (news desk)	01636 681234
Radio	Capital Fm	0115 873 1500
Radio	Radio Nottingham	0115 955 0500
Councils	Nottingham City	0115 9155555
Councils	Nottingham county	0300 500 8080
Hospital	Queens Medical centre	0115 924 9924
Hospital	Nottingham General	0115 969 1169
Fire		999
Police		999
Liquid	Disaster assistance PR	(0)1527 832205

Appendix 8

RESPONSE TEAM DEBRIEF

Incident Summary

Date:
Location:
Situation Overview:
Names of College Response Team members & any external specialists involved:
Key Steps Taken:
What tactics /' actions 'worked':

What to avoid in future:

Recommended actions

(operational, communications, business, process etc)

	Responsible	Deadline

Attach all relevant log sheets, records or communication materials prepared as part of the response process

Appendix 9

GENERAL GUIDANCE NOTES

1. In preparation for a potential disaster affecting The Iona School and Nursery the following processes need to be catered for:

Disaster Recovery Manager

2. A senior staff member (and a deputy) should be identified to take charge of the disaster. This individual should have sufficient seniority to act on his or her initiative, and also be able to be released from normal duties to oversee the disaster recovery/response. Usually it would not be recommended that the Head of Trustees be selected for this role as the role should be free to deal with general matters however, when staff numbers are limited, this may be unavoidable.

Information

3. From the first notification of the incident, there will be a pressing need for urgent information along the following lines:

- What has happened and how serious is it?
- What facilities have been affected and is their loss a short, medium or long term prospect?
- Have there been any casualties (pupils, staff or third party)?
- What access is there to the premises and when will this be possible?

4. A suitable member of staff should be designated responsibility to establish this information and relay this to the Disaster Manager.

Communications

5. A line of communication to notify the Disaster Manager/Deputy of an incident should be the first priority. There should be a small team assembled to respond to the incident and the functions covered should be:

- Media liaison
- Staff liaison
- Pupil/Parent/Guardian/Carer liaison
- IT / Telephony Recovery System
- Insurance Claim/Recovery Financing
- Premises and Equipment Resources
- Curriculum Issues (course material, examinations, etc.)

Planning Measures (Initial Phase)

5. The Disaster Recovery Manager should establish a location for the team to meet and an emergency meeting should be convened immediately following the incident. The initial information should be given to all team members and a 3 day strategy agreed for each function as follows:

Media Liaison

6. A press release or press conference should be arranged. Designating an individual to deal with the press will free the rest of the team to deal with the disaster recovery issues. It is recommended that a frank approach be taken with the press to keep them on side. Good press coverage may be helpful e.g. local assistance and support may be generated, and the long term standing of the school should not be affected.

Steiner Waldorf Schools Fellowship

7. Plans for temporary facilities, major curriculum interruption and continuation of funding will be important aspects of the disaster recovery. In the first 3 days, detail will be short and basic contact only will probably suffice.

Staff Liaison

8. A cascade of contact should be arranged. Staff contact data should be kept off site. Staff not involved or immediately affected by the disaster should stay at home. Welfare counselling may be required if the incident is traumatic. A provider of such services should be identified.

Pupil/Parent/Guardian/Carer Liaison

9. As per staff liaison. Pupils, parents, guardians and carers should be kept fully apprised of developments to avoid mass queries hampering the process. This can be achieved through effective media liaison.

IT Systems Recovery

10. Replacement hardware (the minimum required operationally) should be sourced and back-up software/data reinstated at the earliest opportunity. The Disaster Manager and team will probably need access to the information. Pre-planning (and periodic testing) for back-up/recovery of systems is essential. An arrangement for off-site storage of critical software and data back-up should be maintained.

Insurance Claim/Recovery Financing

11. The nominated loss adjuster should be contacted via the school's insurance company. The adjuster should liaise with the Disaster Team at the earliest opportunity and should be apprised of measures being taken. The adjuster should be viewed as a source of help and guidance, and not as an administrative burden. Sources of funding to finance continuing college functions and the disaster recovery are essential early day issues to cover. Essential paper records and documents should be copied and kept off site.

Premises and Equipment Resources

12. Early measure should include damage mitigation, equipment salvage and protection and isolation of the damaged area for safety purposes. Temporary telephone facilities and power are a priority, as is a location for the disaster team to meet.
13. The next phase will entail planning and sourcing temporary buildings and equipment as necessary. Pre-identification of suppliers will help. Access, location and services for temporary structures should be considered – in the case of there seems to be considerable opportunity to site temporary buildings although alternative local facilities for specialist aspects of the curriculum seem limited.

Curriculum Issues (course material, examinations, etc.)

14. A plan should be prepared to establish the needs and problems in this area. Early measures here are mainly on the identification side, so that a more detailed strategy can be prepared for the next phase of the recovery.

Subsequent Phases

15. It is difficult to pre-plan too much detail for the follow-up stages of the disaster recovery, as this will be largely dictated by the individual circumstances. There should, however, be a continual monitoring and review of progress and the formulation of a longer term strategy. Planning here should not be rigid, and should be adapted in the event of changing circumstances.



Appendix 10

Site plan

Gas entry marked **(G)**

Electric Supply Marked **(E)**

water supply **(W)**

Fire Hydrant on Sneinton dale marked **(H)**

Appendix 11– crisis scenario

1. Guidelines for unique crisis situations

In this section we have scoped out a series of different scenarios that may befall. This is not an exhaustive list. 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 meet 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 campus 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 campus 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 Campus 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 campus 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.

Pre-crisis initiatives

- Establish a wellness program in health education that supports positive human development.
- 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 pending 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.

Issue date

This policy takes effect from the below date

Review date


This policy will be reviewed and revised by the school manager on an annual basis.

Endorsement

Full endorsement to this policy is given by:

Name: Mr Martin Taylor

Position: Iona School Trustee

Signed: 

Date: 07/08/2015