



Windsor Academy Trust
Tenterfields Primary Academy

Emergency and Business Continuity Policy
(including Lockdown Procedure)

Responsible Committee:	Windsor Academy Trust, Board of Directors
Date revised by Board of Directors:	21 October 2021
Next Review date:	October 2023

Emergency and Business Continuity Policy Statement

1. Introduction

- 1.1 Windsor Academy Trust (WAT) is committed to protecting the health, safety and wellbeing of all persons using WAT premises and to safeguard children and young people, protecting them from harm. WAT will therefore put in place plans and procedures to ensure that it is suitably prepared, in the event of a major incident.
- 1.2 WAT will ensure that wherever possible, education continues to be provided in a safe working environment. It is expected that each academy will have their own plans outlining their local arrangements and that the central team will have in place plan for the central WAT location(s) as appropriate overseen by the Chief Operating Officer (COO).

1.3 WAT is committed to:

- **Preventing** emergency situations from occurring for example by being aware of the working environment and potential hazards.
- **Protecting** educational services by minimising educational and administrative disruption.
- **Responding** effectively to incidents by enacting emergency plans and implementing emergency procedures, ensuring early control is established at a senior level in the critical early stages following a disaster/major incident to ensure that normal work is resumed in the shortest possible time.
- **Equipping and training** all employees, managers and leaders to ensure that they are aware and able to respond in an emergency situation by providing training clear instructions and guidance.
- **Engaging and consulting** with employees and third party responders to enable them to be pro-active and well informed should they need to assist in an emergency situation.
- **Embedding awareness** of health, safety and safeguarding as an integral part of WAT's culture.
- **Measuring, monitoring and reviewing performance**, gathering evidence to provide assurance in demonstrating compliance with legal and statutory requirements and to ensure continuous development and improvement.

2. Purpose

2.1 The purpose of the Emergency and Business Continuity plan is to ensure that:

- A structured response is provided in the event of an emergency with the actions to be taken to ensure continuity of service.

- Arrangements are in place for the recovery and business continuity of WAT operations and most importantly the provision of education to students/pupils. The plan should address the measures required to minimise disruption in the event of a disaster, major incident, disruption or an unplanned occurrence.

2.2 In adopting this approach WAT will ensure that:

The Emergency and Business Continuity Plan provides the basis for:

- Continuing operations at an acceptable pre-defined level by deploying the resources and capability in WAT to plan for, and respond to, incidents and business disruptions.
- Developing and implementing emergency and business continuity planning within the academy and other WAT premises; and,
- Providing confidence and assurance to external organisations and other stakeholders.

3. Governance

3.1 The WAT Board of Directors (BoD) will need to be assured that robust plans are in place across the Trust.

3.2 The COO is responsible for the development and implementation of procedures for WAT sites and for ensuring that all staff are aware of what to do if there is an emergency.

3.3 The Local Advisory Bodies (LABs) are responsible for ensuring that all academies are compliant with legislation and that robust plans are in place and are fully implemented in the eventuality of disruption.

3.3 The Headteacher is responsible for the development and implementation of procedures in their academy and for ensuring that all staff are aware of what to do if there is an emergency.

4. Local Arrangements

4.1 Appendix 1 provides guidance for academies to develop local procedures in the event of a lockdown becoming necessary.

4.2 In discharging this policy, each academy will develop and document their local procedures suitably customised and tailored for their own local circumstances. Such arrangements will be supported and informed by external Health Safety Advisors and other consultants/specialists. These arrangements will ensure that the commitment and intent outlined in this policy is delivered. The local arrangements are outlined and held by each academy. A reference copy of the full document is to be kept in the academy/central team premises and must be readily available.

5. Enacting Emergency and Business Continuity Plan

- 5.1 All academies must notify the Chief Operating Officer (COO) if the implementation of the Emergency and Business Continuity Plan becomes necessary.

6. Communication

- 6.1 This policy statement must be brought to the attention of all members of staff. Any personal data that is held must comply with the requirements outlined in WAT's Data Protection Policies.

7. Policy Review

- 7.1 This policy statement and local arrangements will be reviewed regularly and as a minimum every 2 years.

APPENDICES

(Guidance and Local Procedures)

Appendix 1

Lockdown Procedure

- 1.1 All WAT sites should consider the need for a robust and tested **lockdown procedure**.
- 1.2 Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident, which has the potential to pose a threat to the safety of staff and pupils in the academy.
- 1.3 Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils/students, staff and visitors.
- 1.4 Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be;
 - a reported incident/civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the academy);
 - an intruder on the WAT site (with the potential to pose a risk to staff and pupils/students);
 - a warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud, etc.);
 - a major fire in the vicinity of the academy;
 - the close proximity of a dangerous dog roaming loose.

2. Action in the Event of Lockdown

- 2.1 In the event of lockdown, Emergency and Business Continuity Plans will be implemented, wherever appropriate.
- 2.2 If possible, the academy bell will be sounded in four short bursts, four times.
- 2.3 If this is not possible, all persons must remain in their classrooms.
- 2.4 If staff and/or pupils/students are on a separate part of the school site, which is not connected to the fire alarm, a senior leader will make contact with them to ensure that they are also aware that lockdown is in progress.
- 2.5 If the incident is taking place on a separate part of the school site, the senior member of staff at the satellite location will immediately contact a senior member of staff at the academy main building.

3. Basic Principles

- 3.1 Staff must be alerted to the activation of the plan by a recognised signal, audible throughout the school (**four short bursts four times of the school bell**, as outlined in para 2.2 above).
- 3.2 Pupils/students who are outside the academy buildings must be brought inside as quickly as possible.
- 3.3 Those inside the academy should remain in their classrooms.

- 3.4 All external doors and, as necessary, windows must be locked and, depending on the circumstances, internal classroom doors may also need to be locked.
- 3.5 Once in lockdown mode, staff should notify the office immediately of any pupils/students not accounted for and instigate an immediate search for anyone missing.
- 3.6 Staff should encourage the pupils/students to keep calm.
- 3.7 As appropriate, the academy should establish communication with the Emergency Services as soon as possible.
- 3.8 The Headteacher should be notified using the Academy Emergency phone number/s:
- 3.9 If necessary, parents/carers should be notified as soon as it is practicable to do so via the academy's established communications system:
- Pupils/students will not be released to parents/carers during a lockdown.
 - If it is necessary to evacuate the building, the fire alarm will be sounded.
 - Staff should await further instructions.
- 3.10 It is essential that members of the senior leadership team, school administrators, teaching staff and non-teaching staff are all familiar with the school's lockdown procedures.
- 3.11 To achieve this, a lockdown drill should be undertaken at least once a year.
- 3.12 Depending on their age, pupils/students should also be aware of the plan. (Regular practices will increase their familiarity).
- 3.13 Parents/carers should also know that the academy has a lockdown plan, and a copy should be available to them.
- 3.14 It is good practice to:
- conduct a number of table top exercises with the senior leadership team to test the procedures against various scenarios;
 - rehearse lockdown arrangements with all staff and pupils/students;
 - display lockdown drill information in every classroom alongside information relating to fire drills.

4. Lockdown Arrangements

Partial Lockdown

Alert to staff: 'Partial lockdown'

- 4.1 'Partial lockdown' is a precautionary measure but puts the academy in a state of readiness (whilst retaining a degree of normality) should the situation escalate.

- 4.2 This may be as a result of a reported incident/civil disturbance in the local community with the potential to pose a risk to staff and pupils/students in the academy.
- 4.3 It may also be as a result of a warning being received regarding a dangerous person in the area.
- Immediate action:**
- 4.4 All outside activity must cease immediately: pupils/students and staff must return to building.
- 4.5 At break times, four short bursts, four times of the warning bell will be sounded to alert duty staff to the danger:
- 4.6
- All staff, pupils/students and visitors must remain in the building and external doors and windows must be locked.
 - Free movement may be permitted within the building depending on circumstances: all situations are different.
- 4.7 Once all staff, pupils/students and visitors are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the WAT central team.
- 4.8 A senior member of staff will contact the Emergency Services, as appropriate.
- 4.9 In the event of an air pollution issue, air vents can be closed (where possible) as an additional precaution.
- 4.10 Emergency Services will advise as to the best course of action in respect of the prevailing threat.

Full Lockdown

Alert to staff: 'Full lockdown'

This signifies an immediate threat to the school and may be an escalation of a partial lockdown. This will be indicated by a further alarm of four rings, four times.

Immediate action:

- 4.11 All pupils/students return to base (classroom).
- 4.12 Lock all external doors. Receptionist to lock front door, PA to lock landing doors, if safe to do so.
- 4.13 Lock all classroom doors, where possible (and where a member of staff with a key is present).
- 4.14 Lock all windows, draw all blinds, and ensure that all pupils sit quietly out of sight (e.g. under desk or around a corner).
- 4.15 Take the register - the office will contact each class in turn for an attendance report. Each class should contact the office by email after taking the register and notify of any pupils missing, as well as any additional persons in their class.
- 4.16 Staff and pupils/students will remain in lockdown until this has been lifted by a senior member of staff or the emergency services.
- 4.17 At any point during the lockdown, the fire alarm may sound continuously, which is a cue to evacuate the building.

4.18 During the lockdown, staff will keep agreed lines of communication open but must not make unnecessary calls to the office, as this could delay more important communication.

4.18 Examples of discreet communication channels might be:

- Where staff have access to an internal e-mail system, they could access their account and await further instruction.
- In practical terms, staff would need to be familiar with accessing their account through a variety of means, e.g. laptop, smartphone or tablet.
- Designated staff have a Safeguarding tablet computer, which could be used, as directed by the Head teacher.
- 'Groupcall' texts – to communicate with parents – must be used only with the direct authority of the Head teacher (or their representative).

5. Communication between parents/carers and the academy

5.1 Academy lockdown procedures, especially arrangements for communicating with parents/carers, should be shared routinely with parents/carers either by newsletter or via the academy website.

5.2 In the event of an actual lockdown, any incident or development must be communicated to parents/carers as soon as is practicable, as directed by the Headteacher.

5.3 Parents/carers will be concerned, but regular communication of accurate information will help to alleviate undue anxiety.

5.4 Parents/carers should be given enough information about what will happen so that they;

- are reassured that the academy understands their concern for their child's welfare and that it is doing everything possible to ensure his/her safety;
- must not contact the academy (calling the academy could tie up telephone lines that are needed for contacting emergency providers);
- must not come to the academy (they could interfere with emergency provider's access to the academy and may even put themselves and others in danger);
- must wait for the academy to contact them about when it is safe for them to come and get their child/ren, and where this will be from.

5.5 The communication with parents/carers needs to reassure them that the academy understands their concern for their children's welfare and that everything that can possibly be done to ensure children's safety will be done.

5.6 The academy will send parents/carers a message, starting with the words: "*The academy is in a full lockdown situation. During this period there will be no one covering the switchboard. The entrances and external doors will be locked, and*

nobody will be allowed in or out.” (The emergency services will advise on the rest of the message/s).

6. Emergency Services

- 6.1 It is important to keep lines of communication open with emergency services as they are best placed to offer advice as a situation unfolds.
- 6.2 The academy site may or may not be cordoned off by emergency services depending on the severity of the incident that has triggered the Lockdown.
- 6.3 Emergency Services will support the decision of the Headteacher regarding the timing of communication to parents/carers.
- 6.4 In the event of a prolonged Lockdown or more severe scenario, Local Councils have the capacity to provide humanitarian assistance by establishing a Reception Centre for friends and family outside the cordoned area.
- 6.5 Research evidence suggests that panic and anxiety are far less likely where those associated with an incident are fully informed of the facts.

Appendix 2

Emergency & Business Continuity Plan

(Enter Academy Details)

Each academy to enter their local procedures and keep a record of the full details along with the Policy)

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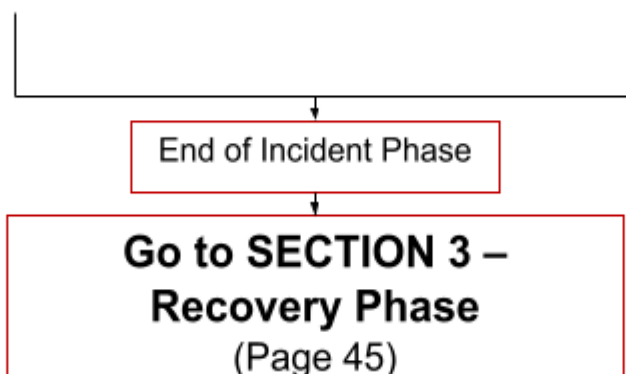
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Please bear in mind there are page numbers referenced throughout this plan.
Please remember to update these when editing the plan to ensure they are correct during an emergency or disruption.

Incident Response Activation

Incident Activation

EMERGENCY			DISRUPTION		
Complete relevant emergency scenario aide-memoire or adapt as appropriate. Business continuity aspects are also considered.			Complete relevant business continuity scenario aide-memoire from list below or adapt as appropriate.		
1.	Unplanned School Closure	(Page 20)	8.	Unplanned Loss or Shortage of Key Staff	Page 38
2.	Death or Serious Injury to a Pupil or Staff	(Page 22)	9.	Denial of Access	Page 39
3.	Outbreak of Disease	(Page 24)	10.	Failure of Technology or Loss of Data	Page 40
4.	Emergency Safeguarding	Page 26	11.	Loss of Key Suppliers, Partners or Third Parties	Page 41
5.	School Trip Incident	Page 28	12.	Loss of Utilities	Page 42
6.	Fire or Flood	Page 32			
7.	Bomb Threat	Page 34			



Incident Log

Incident Name:				Sheet Number:		
Date	Time	Contact Details (incoming/outgoing)	Information (received/given)	Actions (to be taken)	Complete? (Date/Time)	Person Responsible

Incident Name:				Sheet Number:		
Date	Time	Contact Details (incoming/outgoing)	Information (received/given)	Actions (to be taken)	Complete? (Date/Time)	Person Responsible

Emergency Contacts Sheet

Contacts	Office Hours/Out of Office Hours	Number
Windsor Academy Trust Central Team		
Academy Leads		
Local Advisory Body		
Head Teacher		
Deputy Head Teacher		
Key Holders		
Incident Management Team Members		

LAB /BoD Members		
Agency Staff Providers and Regular Supply Staff		
Other Third Parties		
Security Companies		
Transport Providers		
External Site Users		
Utility Companies		
Electric		
Gas		
Water		
Telephone Provider		
Other Useful Numbers		
Teacher Support Network	24 Hour Helpline	08000 562 561
Trade Union		
Insurance Company		
Exam Board/s		
Local Hospital/Medical Centre		
Local Police Station		
'Buddy School' and Neighbouring Schools		
Other Organisations		
Department for Education	Enquiry Line	0370 000 2288
Environment Agency	Flood Line (24 Hour)	0845 988 1188
Foreign and Commonwealth Office	Consular assistance (24 hr) If Abroad Ring:	020 7008 1500 +44 20 7008 1500
Public Health England	Main Switchboard	020 7654 8000

Notes:

Lined page for notes or content.

Section 1

Planning

Headteacher: Statement of Intent

Insert academy name is committed to ensuring the highest level of education and development for all of its pupils. This is particularly important during times of disruption which can be caused by a variety of different scenarios.

As Headteacher, supported by the Local Advisory Body (LAB) and the academy Incident Management Team, I will be responsible for the coherence and effectiveness of the school's emergency and business continuity planning arrangements. This includes ensuring that the school is fully prepared to cope with any incident that may arise and providing a continued education and place of safety for the pupils.

This Emergency and Business Continuity Plan will enable our school to fulfil its obligations to:

- **Protect the vulnerable, including pupils and staff**
- **Support the work of the emergency services**
- **Maintain business continuity when faced with any disruptive challenge**

We will achieve this through:

- **Effective planning and preparation**
- **Establishing roles, responsibilities and a leadership structure**
- **Working towards a confident and controlled incident response and recovery**
- **School wide training and awareness raising**

We recognise that it is the responsibility of every member of staff and school personnel to be familiar with the plan and its contents. This plan will be regularly reviewed and kept up to date in order to fulfil the above obligations to a high standard.

Signed

Headteacher

Date:

Version Control

To ensure validity of the plan, copy holders are requested to notify the Headteacher of any amendments to the information contained within it. Updated plans will then be distributed to all copy holders. All previous versions of the plan will be destroyed.

The contents of this plan should be completely reviewed on an annual basis and following an incident or disruption.

Date	Version	Updated By (name and role)	Amendment Details

Plan Distribution List

The plan should be treated as a secure document and its contents kept confidential at all times.

Distribution List	Location	Date Issued
[Insert Name – LAB Members]	Office Copy	
	Home Copy	
[Insert Name] [Headteacher]	Office Copy	
	Home Copy	
[Insert Name - Assistant/Deputy Headteacher]	Office Copy	
	Home Copy	
[Insert Name - Academy Business/Finance Manager & Area Finance Lead]	Office Copy	
	Home Copy	
[Insert Name - Office Manager]	Office Copy	
[Insert Name - Caretaker/Site Supervisor/Manager]	Home Copy	
[Emergency Grab Bag (If appropriate)]	School office or off-site	
[School Incident Management Team Members, see Page 12 for details] Input below:		
[Please add any other relevant staff this template to be distributed to]		
Additional Copies: (if appropriate)]		
[Off-Site Copy]		
[Electronic Copies]		
[Back-up Copy]		
[Diocese, Governors or Local Authority (optional)]		

Defining an Incident: Emergency or Disruption?

Emergency

Definition:

Handling emergencies is a normal part of school life. Some incidents however, are of a more critical and overwhelming nature in which staff, pupils and parents may experience acute, even prolonged, distress. Emergencies can:

- Arise with or without warning
- Cause or threaten death, injury or serious disruption to normal life
- Affect more people than can be dealt with under normal conditions
- Require special mobilisation and organisation of resources

Examples:

- The murder of a pupil or staff member
- Fatal road traffic collisions
- Fatalities or serious injuries on school trips
- Teacher, member of staff or pupil suicide
- Community tensions
- Major arson attacks
- Severe weather damage
- Missing pupils
- A fatal accident involving a contractor on school premises

If an event or incident falls under one or more of the above definitions or examples it is likely to require a planned emergency response.

**Use Emergency
Aide-Memoires
(Pages 20-34)**

Disruption

Definition:

Not all incidents are emergencies, a disruptive challenge is an incident which:

- Results in an interruption to the delivery of key services
- Requires the educational establishment to respond in a manner outside of its normal day to day procedures

Causes of disruptions:

- Industrial action
- Sickness
- Severe weather
- Utility failure
- Supply chain issues

The primary aim of **Business Continuity Planning (BCP)** is to ensure that unless there is an overwhelming pressure caused by the disruption, the school remains open during term times and normal routines and timetables are maintained as far as possible. It is important to develop strategies or alternative ways of working that allow this to happen, considering the circumstances of the incident and level of response required.

The Business Continuity Aide-Memoires act as a guide to ensure minimal disruption to the school as a service and a return to normal as soon as possible.

**Use Business Continuity
Aide-Memoires
(Pages 38-42)**

For a full list of specific Aide-Memoires see Contents Page

Academy Incident Management Team Guidance

The Academy Incident Management Team is the group that will be convened during or following an incident in order to manage the situation in an organised and structured manner.

Any staff or personnel may be used to fill the roles depending on their skills and more than one role can be assigned to the same person. Some roles may naturally fall to particular staff; however it is also important to consider that the tasks will have to be completed under a much greater amount of stress in an emergency. In addition to this, the roles and responsibilities called upon will very much depend on:

The **SCALE** – What is the extent of the emergency and what resources are required?
DURATION – How long will the incident last, considering both short and long term?
IMPACT – How severe is the impact on key services, buildings or stakeholders?

- What are the key responsibilities that each role has?
- Who do you have in the school that could fill each role if required? *Recording the names and contact details of trained and suitable personnel will save time in an emergency.*
- What are some of the training considerations and resources available for each role?

Role	Tasks and Responsibilities in an Emergency or Disruption	Pre- Incident Training and Resources	Staff Trained (Details on Page 4)
Incident Team Lead (Head Teacher/Deputy or Chair of Governors)	<ul style="list-style-type: none"> ● Strategic Role ● Chair of School Incident Management Team ● Ensure school-wide continuity. ● Receive information and make decisions ● Lead on interviews or assign appropriate SIMT member e.g. Media and Communications Lead. ● Work through aide-memoire 	Familiarisation with Emergency Plan	
Log Keeper (Essential Role)	<ul style="list-style-type: none"> ● Maintain incident log (Page 2) ● Ensure that all key decisions and actions taken in relation to the incident are recorded accurately ● Ensure that all other logs such as communications or recovery logs are also being maintained 	A variety of 'Incident Loggist' virtual training courses are available online to enhance current logging skills	
Media and Communications Lead	<ul style="list-style-type: none"> ● Maintain media and communications log ● Follow the media and communications checklist (Page 43) ● Establish and maintain lines of communication with all stakeholders – use aide memoirs ● Responsible for social media and help lines ● Liaise with Council PR and Media ● Collate information about the incident for press statements 	A variety of media management and crisis communications courses can be found online	
Facilities Lead	<ul style="list-style-type: none"> ● Maintain log of actions ● Ensure site security and safety during and following an incident ● Liaise with SIMT Manager to advise regarding infrastructure ● Point of contact for contractors 	Risk Assessment Training Fire Safety and Marshal Training www.dfes.gov.uk/security (Managing Security in Schools Guide – National	

	<ul style="list-style-type: none"> Pre Incident: Ensure school site information section is up to date (Page 52) 	<p>Association of Head Teachers Website) School specific scenario workshops may also highlight facilities issues</p>	
Health and Safety Lead	<ul style="list-style-type: none"> Maintain health and safety log Responsible for following and distributing any health and safety procedures or advice Risk Assessment Consider infection control Complete any accident/incident Paperwork and RIDDOR forms. Manage first aid considerations 	<p>Health and Safety courses and materials available from:</p> <ul style="list-style-type: none"> Health and Safety Executive Website Public Health England Centre for Disease Prevention and Control National Union of Teachers 	
Child Safeguarding Officer	<ul style="list-style-type: none"> Maintain safeguarding log Ensure welfare of all pupils Co-ordinate with Police Family Liaison Officers; Educational Psychologists; Children's Services and any relevant voluntary organisations DBS checks of temporary staff 	<p>School mandatory training Online Emergency Toolkit: www.keepingchildrensafe.org.uk</p>	
Emotional Support Lead	<ul style="list-style-type: none"> Maintain log of all incident related cases and actions Work with Child Safeguarding Officer to identify child needs Act as a point of contact for pupils or staff with concerns about the incident or with difficulties recovering from it. Be a source of advice about the help and support available 	<p>Redcross.org/education: Emotional Support in a Crisis</p> <p>Emotional First Aid Training Course: www.emotionalfirstaid.co.uk</p>	
Business Continuity Lead	<ul style="list-style-type: none"> Record all decisions and actions in the incident log (Page 2) Take responsibility for business continuity considerations which can be found in each aide-memoire Take decisions in order to return swiftly to 'business as usual' Pre-incident business continuity checklist (Page 17) 	<p>Training resources and courses available at: www.thebci.co.uk www.continuityshop.com www.ibct.com www.epcollege.com</p>	
ICT Lead	<ul style="list-style-type: none"> Maintain ICT log Ensure resilience and recovery of the school's ICT infrastructure Work with the Business Continuity Co-ordinator in disaster recovery Liaise with suppliers or ICT support 	<p>Backup and disaster recovery in schools information can be found online</p>	
Recovery Co-ordinator	<ul style="list-style-type: none"> Maintain recovery log (Page 47) Lead and report on the school's recovery process Facilitate a full debrief Identify lessons learned as a result of the incident/recovery Liaise with the plan owner to ensure lessons learned are incorporated into the plan development 	<p>Emergency response and recovery guidance: www.gov.uk</p>	

Training and Exercising

To ensure the effectiveness of this plan during a real life incident the following training methods will be incorporated into the school's emergency preparations:

- Emergency planning awareness, school specific scenario workshops and business continuity advice are all provided by various agencies
- Incorporating Emergency Plan training and awareness raising into inductions and mandatory training for all relevant personnel
- Including pupils in the training and awareness schedule. Test exercises, practising the route to a 'buddy school' or talking about past incidents can prepare pupils and create a greater atmosphere of calm in a real incident.
- Planning 'walk-throughs' to communicate the contents of the plan and to ensure staff are familiar with arrangements and procedures.
- Education and training for specific staff on Business Continuity (Page 17) and School Incident Management Team roles and responsibilities (Page 12).
- Component tests, for example checking alarms and locks and testing external storage devices.
- Table-top exercises using example scenarios to check the validity and reliability of the plan contents.
- Discussion of real life incidents to improve planning and response.
- Regular review of training log to ensure training is relevant and up to date.

A record will be kept, using the log sheet on the following page, of all training events, workshops or exercises.

Further resources and reading:

- ✓ UK Government - <https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>
- ✓ British Red Cross - <http://www.redcross.org.uk/en/What-we-do/Preparing-for-disasters/How-to-prepare-for-emergencies/Emergencies-in-schools>
- ✓ School Emergency Kits - <http://schoolemergencykit.co.uk/>
- ✓ Business Continuity Guidance - <http://www.clerktogovernors.co.uk/what-does-a-school-business-continuity-plan-look-like/>

Training and Exercising Log Sheet

Date	Staff Trained	Details	Trainer

Emergency Grab Bag Inventory

A 'grab bag' is a store of important and useful equipment and resources that can be accessed quickly should you be required to evacuate your premises.

Section	Details	Included?
Completed Emergency and Business Continuity Plan	Emergency and Business Continuity Plan to include: <ul style="list-style-type: none"> • Key Contact details (Page 4) • Academy Specific Information (Page 52) • Academy Incident Management Team details (page 12) and contacts (Page 4) 	
Organisational Information	Staff Handbook (policies and procedures)	
	Health and Safety Paperwork	
	Supplier and contractor information	
	Pupil Information	
	Remote Learning Passwords	
	Local 'Buddy School' Information	
Equipment and other items	First Aid Kit	
	Local Maps (showing car parking)	
	Torches	
	Whistles	
	Stationery	
	High Visibility Vests	
	Mobile phone: charged and with credit available	
	Mobile phone charger/car charger kit	
	Small amount of cash in change	

Note location of all grab bags below:

Location	Date Checked	Date Checked	Date Checked	Date Checked

Business Continuity Checklist

Action	Completed Date/Name	Reviewed Date/Name	Reviewed Date/Name
Include alternative numbers on the Contacts Sheet (Page 4) for: <ul style="list-style-type: none"> ● Suppliers and third parties ● Caterers ● Cleaners ● Supply/agency staff ● ICT support ● Transport providers ● Key holders 			
Electronic back up of data and off-site storage of hard copies (record location of each document): <ul style="list-style-type: none"> ● Insurance ● Legal ● Emergency Plan 			
Keep an asset register of valuable school items for insurance purposes (including photos) Refer to the Financial Policy Manual for details of what to include)			
Ensure safety of and access to valuable school documents such as controlled assessments			
Access to remote learning: internet, e-mail, networks			
Partnership with 'Buddy School' shared facilities, information, staff and resources			
Arrangements for priority and/or vulnerable groups. May depend on exam timetables or school users			
Security considerations: <ul style="list-style-type: none"> ● Alarms ● Visitor badges ● Building Access 			
Temporary off-site office or meeting place established Location:			

Having the following business continuity preparations and good practices in place will help to ensure a continued provision of education and safety for our pupils during times of pressure or limited resources.

Emergency Preparations Checklist

Action	Page	Completed Date/Name	Reviewed Date/Name	Reviewed Date/Name
Populate Emergency Contacts Sheet	4			
Academy Incident Management Team: establish roles and carry out training	12			
Put together emergency grab bags: Note locations of each bag	16			
Include site specific information in Resources Section of plan	52			
Complete Business Continuity Checklist	17			
Print and distribute 'A guide for Parents, Carers, Relatives and Friends Leaflet,' leaflets	53			
Print out Telephone Bomb Threat sheet – keep in reception/main office/switchboard	36			
Distribute completed plan to copy holders: Note locations on distribution list	10			
Staff and pupil training, awareness and familiarity with the plan (should be ongoing)	14			

Review and update plan: Version Control	9			
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Section 2

Incident

Response

Specific Emergency Aide Memoires

1 - Unplanned Academy Closure e.g. severe weather or civil disturbances

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 2)			
Contact Headteacher or Deputy (Contact Sheet Page 4)			
Activation of plan: note date and time			
Liase with Emergency Services or relevant organisations e.g. Utility Companies Check forecasts on news bulletins			
If in immediate danger, evacuate or invacuate to a point of safety			
Temporary relocation – Liase with ‘Buddy School’ or contact Trust (see page 4 for details)			
Convene School Incident Management Team (Page 12)			
Alert as appropriate: <ul style="list-style-type: none"> ● LAB ● Teaching staff ● Support staff ● Contractors 			
Inform WAT central team for each day the academy is closed. This reporting process will ensure that websites are updated each day.			
Consider media, PR and information sharing – see Media and Communications Checklist (Page 43)			
Contact: <ul style="list-style-type: none"> ● Academy Organisation Team ● Children’s Services ● Area Education Officer ● Public Relations Officer 			

<ul style="list-style-type: none"> • Emergency Planning Officer • Insurance Company See Contacts Sheet (Page 4)			
Inform parents/carers			
Inform pupils			
Establish helpline			
Transportation			
Business Continuity Considerations			
Exam timetables			
Controlled assessments			
Catering requirements			
Suppliers – cancel or relocate deliveries			
Site security			
Cancellations: bookings, transport, clubs etc.			
Record all changes and cancellations for easy reinstatement			
Regular updates in place for parents, staff, pupils			
Plan for re-opening and return to normality			
Prepare for Recovery Stage. Go to Section 3 (Page 45)			

Further Notes:

2 - Death or Serious Injury to a Pupil/Students or Staff e.g. violence, assault or accidents

Action	Person Responsible	Completed Time	Notes
<p>Start Incident Log (Page 2) Contact Head Teacher or Deputy (Contact Sheet page 4) Activation of plan: note date and time Record injuries and casualties: names, locations Liaise with Emergency Services/Hospitals and regularly update Convene School Incident Management Team (Page 12) Set up an Incident Control Room as a focal point for all information and decisions Inform parents or carers directly involved Alert as appropriate:</p> <ul style="list-style-type: none"> ● Chair of Governors ● Teaching staff ● Support staff ● Contracts <p>Follow School Health and Safety policies and procedures</p> <ul style="list-style-type: none"> ● Fill out accident/incident forms ● RIDDOR <p>Consider media, PR and information sharing– see Media and Communications Checklist (Page 43)</p> <p>Contact:</p> <ul style="list-style-type: none"> ● Public Relations Officer ● Area Education Officer ● Emergency Planning Officer ● Children’s Services ● Educational Psychologists 			

- Department for Education
- Unions

See Contacts Sheet (Page 4)

Inform those not involved:

- Parents/carers
- Pupils
- Neighbouring schools

Establish helpline

In event of unplanned school closure see Aide-Memoire 1 (Page 20)

Establish a briefing room(s) for families and/or staff

Nominate a 'meet and greet' person

Business Continuity Considerations

Exam timetables

Controlled assessments

Cancel bookings/activities

Security of site

Recovery and Support Considerations

Voluntary organisations:
advice and guidance

Appeals for
information/donations etc.

Funeral
attendance/arrangement

Debrief for all involved

Prepare for Recovery Stage.

Go to Section 3 (Page 45)

Further Notes:

3 - Outbreak of Disease e.g. Pandemic Flu, Meningitis, Measles etc.

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet Page 4)			
Activation of Plan: Note Date and Time			
Compile a list of affected pupils/staff: Names, symptoms, location			
Liaise with Emergency Services and Public Health Team			
Convene School Incident Management Team (Page 12)			
Set up an Incident Control Room as a focal point for all information and decisions (off-site if required)			
Alert as appropriate: <ul style="list-style-type: none"> ● Chair of Governors ● Teaching Staff ● Support Staff ● Contracts 			
Follow School Health and Safety Policies and Procedures <ul style="list-style-type: none"> ● Accident and Incident Forms ● RIDDOR 			
Consider Media, PR and information sharing– See Media and Communications Checklist (Page 43)			
Contact: <ul style="list-style-type: none"> ● Public Health England 			

<ul style="list-style-type: none"> • Emergency Planning Officer • Area Education Officer • Children's Services See Contacts Sheet (Page 4)			
Establish Helpline			
Use Social Media and School Website to update public			
Alert Neighbouring schools and maintain information sharing			
Consider other Aide-Memoires (if relevant): <ul style="list-style-type: none"> • Unplanned School Closure (Page 20) • Death/Serious Injury (Page 22) 			
Business Continuity Considerations			
Support from Voluntary Organisations			
Insurance/Legal			
Exam Timetables			
Controlled Assessments			
Cancel bookings/events as required. Keep a record for easy re-instatement			
Maintain regular updates to staff, families, pupils			
Prepare for Recovery stage. Go to Section 3 (Page 45)			

Further Notes:

4 - Emergency Safeguarding e.g. intruder on school premises, missing children, child custody

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 2)			
Alert Academy Child Protection Officer and Headteacher immediately			
Activation of plan: note date and time			
Consult school safeguarding threshold document and follow school procedures as necessary.			
Take specific actions to avoid escalation e.g. lock-down, search of premises and grounds for missing child. Only do so if you are trained and it is safe to do so.			
If necessary evacuate or invacuate pupils/staff to a point of safety			
Call and liaise with Emergency Services			
Convene School Incident Management Team (Page 12)			
Set up an Incident Control Room as a focal point for all information and decisions			
Alert as appropriate: <ul style="list-style-type: none"> ● Chair of LABs ● Teaching staff ● Support staff 			

<ul style="list-style-type: none"> • Contracts 			
<p>Follow WAT Health and Safety policies and procedure</p> <ul style="list-style-type: none"> • Accident and incident forms • RIDDOR 			
<p>Consider media, PR and information sharing– see Media and Communications Checklist (Page 43)</p>			
<p>Contact Emergency Planning Officer</p> <ul style="list-style-type: none"> • Children’s Services • Public Relations Officer • Area Education Officer • Educational Psychologists 			
<p>Establish a helpline and use this to arrange a meeting for parents & carers: explain the situation</p>			
<p>Maintain lines of communication with:</p> <ul style="list-style-type: none"> • Pupils • Parents • Local Authority • Emergency Services • Neighbouring schools <p>See Contacts Sheet (Page 4)</p>			
<p>Establish a briefing room(s) for families and/or staff</p>			
<p>Nominate a ‘meet and greet’ person</p>			
<p>Other Aide-Memoires:</p> <ul style="list-style-type: none"> • Unplanned School Closure (Page 20) • Death/Serious Injury (Page 22) 			
Business Continuity Considerations			
<p>Insurance/legal considerations</p>			
<p>Cancel bookings and activities as required. Keep a record to allow for quick re-instatement</p>			
<p>Controlled assessments</p>			
<p>Exam timetables</p>			
<p>Security of site</p>			
<p>Prepare for Recovery Stage. Go to Section 3 (Page 45)</p>			

Further Notes:

5 – Academy Trip Incident e.g. off- site accidents, transport accidents, transport delays

Action	Person Responsible	Completed Time	Notes
Academy Based Contact: On receiving a call from a group on a visit use the ' Home Based Contact Emergency Action Sheet ' to record key information (Page 30)			
Decide level of Response. If required activate emergency plan Note Date and Time			
Start Incident Log (Page 2)			
Convene Academy Incident Management Team (Page 12)			
See school trip documents for home based contact/ contact Resilience Unit (page 4)			
Set up an Incident Control Room as a focal point for all information and decisions			
Contact Police (Ask for Liaison Officer/ Forward Control Officer)			
Contact <ul style="list-style-type: none"> ● Emergency Planning Officer ● Area Education Officer ● Children's Services See Contacts Sheet (Page 4)			
Follow WAT Health and Safety Policies and Procedures <ul style="list-style-type: none"> ● Accident and Incident Forms ● RIDDOR 			
Pupil Considerations: Liaise with School Trip based contact			

Specific pupil needs e.g. medication, glasses, dietary needs			
Catering requirements			
Alternative Accommodation and/or Transport			
Ensure arrangements for return home are in place			
Media, PR & Information Sharing: Use Communications and Media Checklist (Page 43)			
Contact: <ul style="list-style-type: none"> ● Chair of Governors ● Parents/Carers ● Home contacts for staff/volunteers on trip ● Transport Provider ● Insurance Provider ● Foreign and Commonwealth Office (if abroad) 			
Depending on severity of incident establish Information Lines or Helpline for: <ul style="list-style-type: none"> ● Governors ● Staff ● Pupils ● Parents/Carers ● Public 			
Establish a briefing room(s) for families and/or staff			
Nominate a 'meet and greet'			
Voluntary Organisations: Advice and Guidance			
See other scenarios as required: <ul style="list-style-type: none"> ● Death/Serious Injury (Page 22) ● Outbreak of Disease (Page 24) ● Emergency Safeguarding (Page 26) 			
Response Actions and Business Continuity Considerations			
Re-schedule or Cancel Activities – Record any changes made			
If Delays are extensive: Controlled Assessment/Exam Timetable considerations Continued Updates to home			

Log Damaged and Lost Items Log costs of Incident Contact Insurance			
Prepare for Recovery Stage. Go to Section 3 (Page 45)			

Further Notes:

1. In the event of receiving an emergency call from a group on a visit, remember they will be extremely stressed. You need to remain calm and record as much information as possible using the table below:

Academy Trip: Home Based Contact Emergency Action Sheet

Time:	Date:
Name of Caller:	
Trip:	
Number to call back on:	
Find out: <i>What happened?</i> <i>When did it happen?</i> <i>Who is involved?</i> <i>Type of incident:</i> <i>Number of people involved/casualties:</i> <i>Location of incident:</i> <i>Emergency services and Foreign and Commonwealth Office present?</i> <i>What support do they need?</i> <i>Intended Actions of Trip Leader and Group</i>	

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- 2. Advise that you will be setting up an Academy Incident Management Team to deal with the incident and will call back at an agreed time or within an agreed interval.
- 3. Advise the caller to record any actions taken and to provide regular updates.

See Page 12 for Academy Incident Management Team Roles & Responsibilities

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6 – Fire or Flood e.g. Burst Water Main, Fire on Premises or Neighbouring Building

Action	Person Responsible	Completed Time	Notes
Follow evacuation procedures as required			
Start Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet Page 4)			
Activation of plan - note date and time			
Liaise with Emergency Services			
Convene Academy Incident Management Team (Page 12)			
Set up an Incident Control Room as a focal point for all information and decisions (off-site if required)			
Alert as appropriate: <ul style="list-style-type: none"> • Governors • Teaching staff • Support staff • Contracts 			
Consider media, PR and information sharing– see Media and Communications Checklist (Page 43)			
Contact: <ul style="list-style-type: none"> • Emergency Planning Officer • Public Relations Officer • Children’s Services • Area Education Officer • Property Services • Insurance Company Contact Sheet (Page 4)			
Follow WAT’s Health and Safety policies and procedures <ul style="list-style-type: none"> • Accident and incident forms • RIDDOR 			
Establish helpline			
Establish a briefing room(s) for families and/or staff			

Nominate a 'meet and greet'			
Alert parents/carers			
Relocation – liaise with 'Buddy School'			
Specific pupil needs: medication, glasses, dietary needs etc.			
Catering requirements			
Voluntary Organisations: Advice and Guidance			
Other Aide-Memoires: <ul style="list-style-type: none"> ● Unplanned School Closure (Page 20) ● Death/Serious Injury (Page 22) 			
Business Continuity Considerations			
Re-schedule or cancel activities			
Log damaged and lost items Log costs of incident			
Prepare for Recovery Stage. Go to Section 3 (Page 45)			

Further Notes:

7 - Bomb Threat e.g. telephone threats, suspicious packages or unexploded devices

Action	Person Responsible	Completed Time	Notes
Start and maintain Incident Log (Page 2) Record all information			
Contact Head Teacher or Deputy (Contact Sheet Page 4)			
Activation of plan – note date and time			
If it is a telephone threat use Bomb Threat Sheet (Page 36) to record details of the call and give to Police Consider whether telephone threat is credible			
Follow the Academy's Bomb Threat Policy and use this table as a prompt.			
Convene Academy Incident Management Team (Page 12)			
Collect Attendance Register			
Calmly evacuate building using normal evacuation procedures outside the emergency services cordon			
Take a pupil roll call: any missing pupils or staff are to be reported to police. No searches are to be carried out			
If all pupils are present consider safe relocation such as local park or 'buddy school'			
Establish off-site Incident Control Point			
Ensure First Aiders report to Incident Control Point			
Call 999 and advise emergency services of actions 1. Police			

2. Fire (may be alerted automatically by alarm) For out of hours threats, key holder is to inform police immediately			
Site Security: Keep all personnel out of the school until safe to return			
Alert: <ul style="list-style-type: none"> ● Governors ● Staff ● Support Staff ● Pupils and parents/Carers 			
Consider Media, PR and Information sharing– See Media and Communications Checklist (Page 43)			
Contact: <ul style="list-style-type: none"> ● Children’s Services ● Area Education Officer ● Emergency Planning Officer ● Property Services ● Insurance Company See Contacts Sheet (Page 4)			
Transportation			
Business Continuity Considerations			
Exam Timetables/ Controlled Assessments			
Catering Requirements			
Re-schedule or cancel activities – record any changes made			
Regular Updates in Place for Parents, staff, pupils			
Plan for re-opening: return to normality			
Prepare for Recovery Stage. Go to Section 3 (Page 45)			

Further Notes:

Telephone Bomb Threat Sheet

[Print out and keep copies in reception and main office areas]

Date:..... Time:..... Name:.....

Exact wording of threat:.....

.....

.....

When is the bomb going to explode?.....

Where is it right now?.....

What does it look like?.....

What kind of bomb is it?.....

What will cause it to explode?.....

. What is your organisation/codeword?.....

. . Did you place the bomb?.....

. . Why are you doing this?.....

. . What is your name/address?.....

. . . Telephone number (if available).....

. . . Time of call completion:.....

...

DO NOT HANG UP THE PHONE

(Try to keep the caller talking and attract the attention of the supervisor)

You must inform your site manager on ext:.....

Additional details:

Gender		Tone of Voice		Behaviour of Caller	
Male		Deep		Calm	
Female		High Pitched		Angry	
Age		Nasal		Laughing	
Old		Muffled		Crying	
Young		Disguised		Excited	
		Familiar *		Slow	
		Stutter		Rapid	
		Loud		Irrational	

*If familiar, who did it sound like?

Accent (specify).

Distraction/Background noises (give as much detail as possible).

Description	Yes	No	Comment
Noise on line			
Payphone tone or pips			
Operator instructions			
Anyone in background			
Clear line static			
Aircraft			
Household noises			
Crackling			
Office			
Phone box			
Machinery			
Animals			

Music			
PA System			
Traffic			
Talking			
Long Distance			
Children			
Anything else			

Specific Business Continuity Aide Memoirs

8 – Unplanned Loss or Shortage of Key Staff e.g. industrial action or illness

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet page 4)			
Identify : <ul style="list-style-type: none"> • Which staff are absent • Timescale of shortage • Critical Services Disrupted 			
Convene School Incident Management Team if necessary (Page 12) Assess: SCALE, DURATION and IMPACT			
Inform as appropriate: <ul style="list-style-type: none"> • LAB Member • Teaching Staff • Support Staff • Parents/Carers • Pupils Use Communications & Media Checklist (Page 43)			
Liaise with support organisations or services: <ul style="list-style-type: none"> • Children's Services • Emergency Planning Officer • Department for Education Services • Area Education Officer • Risk and Insurance See Contact List (Page 4)			
Alternative Teaching Staff <ul style="list-style-type: none"> • Supply Teachers Contact List • Agency Staff 			
Multi-skilled staff <ul style="list-style-type: none"> • List of staff skills location • Re-allocate staff 			
Class Sizes <ul style="list-style-type: none"> • Maintain acceptable ratio staff:pupils • Can activities be arranged e.g. sports, assemblies, external providers 			
Support Staff <ul style="list-style-type: none"> • Consider human resources available: exam invigilators, after-school club leaders etc. 			
Virtual Learning Environment <ul style="list-style-type: none"> • Schools own 'e learning' website, or GCSE Bite size for example • Remote learning/assessment 			
School Timetable <ul style="list-style-type: none"> • Alternative timetable to accommodate fewer staff 			
Buddy Schools <ul style="list-style-type: none"> • Liaise with neighbouring schools • Shared staff/facilities 			

Support for returning staff <ul style="list-style-type: none"> Is any support required after absence? 			
See Unplanned Schools Closure Aide - Memoire (Page 20) for Business Continuity through a full closure.			

9 – Denial of Access e.g. preserved scene: break-in investigation, alarms not working/electronic doors

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet page 4)			
Identify disruption: <ul style="list-style-type: none"> Damage to Property or Equipment Critical Service Functions 			
Contact Police (999 or 101 for non-emergencies)			
Convene School Incident Management Team if necessary (Page 12) Assess: SCALE, DURATION and IMPACT			
Inform as appropriate: <ul style="list-style-type: none"> LAB Members Teaching Staff Support Staff Parents/Carers Pupils Use Communications & Media Checklist (Page 43)			
Liaise with support organisations or services: <ul style="list-style-type: none"> Children's Services Emergency Planning Officer Department for Education Services Area Education Officer Risk and Insurance See Contact List (Page 4)			
Site Security <ul style="list-style-type: none"> List of Key holders location Consider other means of access e.g. locksmith Ensure site access is restricted Keep records of those at or leaving site Security Company 			
Health & Safety <ul style="list-style-type: none"> Is access limited by a hazardous event? E.g. fire, asbestos exposure, break-in Ensure health and safety of site attendees is monitored 			
Make alternative arrangements to cover (as necessary): <ul style="list-style-type: none"> Accommodation Lessons Activities After school clubs or events 			

Remedial Action <ul style="list-style-type: none"> • Initiate action necessary to regain access e.g. locksmith, repairs, clean-up • Monitor ongoing works and liaise with stakeholders 			
See Unplanned Schools Closure Aide - Memoire (Page 20) for Business Continuity through a full closure.			

10 – Failure of Technology or Loss of Data e.g. network disruption, damage to computers

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log (Page 2)			
Contact Head Teacher or Deputy (Contact Sheet page 4)			
Contact ICT Support / Internet Providers and establish: <ul style="list-style-type: none"> • Timescale of loss • Loss of personal/confidential data • Back – up offered • Critical services disrupted 			
Severity of Impact: <ul style="list-style-type: none"> • User groups/vulnerable groups affected • Potential security breaches • Safeguarding – liaise with school’s child protection officer 			
Convene School Incident Management Team if necessary (Page 12) Assess: SCALE, DURATION and IMPACT			
Inform as appropriate: <ul style="list-style-type: none"> • Governors • Teaching staff • Support staff • Parents/Carers • Pupils Use Communications & Media Checklist (Page 43)			
Liaise with support organisations or services: <ul style="list-style-type: none"> • Children’s Services • Emergency Planning Officer • Department for Education Services • Area Education Officer • Risk and Insurance See Contact List (Page 4)			
Alternative Data Locations or Facilities <ul style="list-style-type: none"> • Offsite data/hard copies • ‘Buddy School’ facilities 			
Academy Timetable <ul style="list-style-type: none"> • Alternative timetable to compensate loss of lessons • Failure of remote learning considerations • Activities/specific sessions requiring technology re-arranged • Controlled Assessment and Exam Timetables 			

<p>Site Security and Access</p> <ul style="list-style-type: none"> • CCTV/Alarms/Access Points – all functioning? Consider limiting access points if not. • Key – holders identified • Identification/visitor badges for ICT support/technology Companies 			
<p>See Unplanned Academy Closure Aide - Memoire (Page 20) for Business Continuity through a full closure.</p>			

11 – Loss of Key Suppliers, Partners or Third Parties e.g. liquidation of a supplier company

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log (Page 2)			
Contact Head Teacher or Deputy - COO (Contact Sheet page 4)			
Contact Supplier/Partner and Establish: <ul style="list-style-type: none"> • Timescale of loss • Critical Services disrupted • Back-up options - suppliers 			
Severity of Impact: <ul style="list-style-type: none"> • User groups/vulnerable groups affected • Proportion of school affected 			
Convene School Incident Management Team if necessary (Page 12) Assess: SCALE, DURATION and IMPACT			
Inform: LAB <ul style="list-style-type: none"> • Teaching staff • Support staff • Parents/Carers • Pupils Use Communications & Media Checklist (Page 43)			
Liaise with support organisations or services: <ul style="list-style-type: none"> • Children's Services • Emergency Planning Officer • Department for Education Services • Area Education Officer • Risk and Insurance See Contact List (Page 4)			
Alternative Temporary Supplies/Facilities <ul style="list-style-type: none"> • 'Buddy School' facilities • Council assistance • Secondary suppliers or partners 			
Catering Requirements <ul style="list-style-type: none"> • Alternative lunches • Location - Onsite/Offsite 			
Academy Timetable <ul style="list-style-type: none"> • Alternative timetable to compensate for loss of supplies or third parties • Activities/specific sessions re-arranged • Controlled assessment and exam timetables 			
Site Security and Access <ul style="list-style-type: none"> • Unused areas locked up • Key holders identified • Identification/visitor badges for secondary suppliers etc. 			
See Unplanned Academy Closure Aide - Memoire (Page 20) for Business Continuity through a full closure.			

12 – Loss of Utilities e.g. damage to water or electricity supply

Action	Responsible	Completed? Date/Time	Notes
Start Incident Log (Page 2)			
Contact Head Teacher or Deputy -COO (Contact Sheet page 4)			
Contact Utility Company and Establish: <ul style="list-style-type: none"> • Timescale of loss • Areas of school affected • Critical Services disrupted • Back-up options – generators etc. 			
Level of Impact: <ul style="list-style-type: none"> • Time of day • Season/Weather/Temperature 			
Convene Schools Incident Management Team if necessary (Page 12) Assess: SCALE, DURATION and IMPACT			
Inform: <ul style="list-style-type: none"> • LAB • Teaching Staff • Support Staff • Parents/Carers • Pupils Use Communications & Media Checklist (Page 43)			
Liaise with support organisations or services: <ul style="list-style-type: none"> • Children's Services • Emergency Planning Officer • Department for Education Services • Area Education Officer • Risk and Insurance See Contact List (Page 4)			
Alternative Teaching Location <ul style="list-style-type: none"> • Areas of school not affected • 'Buddy School' facilities 			
Catering Requirements <ul style="list-style-type: none"> • Alternative lunches • Location - Onsite/Offsite 			
Academy Timetable <ul style="list-style-type: none"> • Alternative timetable to compensate for loss of lesson time • Alternative start or finish time. • Controlled assessment and exam timetables 			
Site Security and Access <ul style="list-style-type: none"> • Unused areas locked up • Key – holders identified • Identification/visitor badges for utility workers 			
See Unplanned Schools Closure Aide – Memoire (Page 20) for Business Continuity through a full closure.			

Communications and Media Checklist

Action	Completed Date/ Time
Identify Communications and Media Lead	
Start and maintain a log (Use a copy of the Log Sheet on Page 2 if required)	
Check social media cover/PR insurance arrangements for major incidents	
Liaise with emergency services and establish if they will be handling media	
Gather facts: Who, What, When, Credibility of Source	
Agree statement with partner agencies (Police, Fire, Ambulance & Local Authority)	
Check statement with legal advisers, if necessary	
If possible alert staff that a statement will be released at an agreed time – this is preferable to giving a ‘no comment’ answer to the media.	
Type out press statement ready to be emailed or handed out	
Consider management of onsite media parking and refreshments if appropriate	
Identify all interested parties who may need informing and prioritise: Use Specific Incident Aide-Memoires as a prompt	
Always use information provided by Police, Fire, Ambulance & other Local Authorities or other services to inform parents, carers and the public	
Designate a Helpline number	
Keep phone lines for Emergency Services separate to the public or family/carers helpline	
Set up answer phone message which can be updated regularly	
Contact those directly affected either through a telephone conversation or face to face if possible	
Use text messages for quick transfer of information – not ideal in more sensitive cases when alarm may be caused	
Update the school website	
Use the local radio as a communication resource	
Use Social Media to spread advice and information: Facebook, Twitter etc.	

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Section 3

Recovery

Recovery: Short and Long Term

The purpose of the recovery and return to 'business as usual' phase is to resume normal working practices for the academy as quickly as possible, therefore planning for recovery will be initiated by the school as soon as it is practically possible during the incident. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

An action plan needs to be agreed for this final phase of the incident response. The following issues need to be considered as part of the action plan:

- the ongoing safety, health and wellbeing needs of the school community,
- the environment and physical infrastructure,
- the financial and economic recovery of the school,
- communication strategies,
- the longer term impacts e.g. anniversaries, memorial services and VIP visits,

	Action	Further Info/Details	Responsible ?	Complete?
1.	Recovery Agree and plan the actions required to enable recovery and return to normality.	Agree actions dependant on the nature of the incident. Set timescales with responsibility for completion clearly indicated. Use Recovery Log on the following page (47)		
2.	Long Term Support Respond to any ongoing and long term support needs of staff and pupils	<ul style="list-style-type: none"> • Educational Psychologists • Voluntary Organisation support • Educational Support from Staff • Bereavement Services • Literature/Advice on available help 		
3.	Communication Once recovery actions are complete, communicate the return to 'business as usual'.	<ul style="list-style-type: none"> • How? • Who? • When? Use Communications and Media Checklist (Page 43)		
4.	Debrief Carry out a 'debrief' of the incident with staff (and possibly with pupils).	Carry out a full incident debrief (Page 48) Document any improvements to be made and any lessons learned		
5.	Plan Review Review this Emergency and Business Continuity Plan in light of lessons learned from the incident and the response to it.	Implement recommendations for improvement and update this plan. Produce revised version of the plan Ensure all School Incident Management Team members and relevant personnel are aware of the changes		

- Learning lessons from the incident to inform the future development of the business continuity plan.

Actions	Person Responsible	Completed Date/Time

Recovery Log

Debrief and Lessons Learned

A debrief is a review that is carried out following an incident when all persons involved can be present. The debrief will ideally be arranged as soon as possible by the Incident Lead to get an accurate and reliable account of what happened and to allow for important lessons to be identified.

1. The person co-ordinating the incident needs to attend as well as key members of the incident team.
2. Appoint a facilitator, ideally someone who was not closely involved in the incident who can ask questions from an independent and non-biased perspective. The facilitator should be briefed to allow them to delve in more depth into key positives and criticisms.
3. Go through the incident response step by step. Revisit the emergency plan and identify any deviation from plan. What changed and why?
4. Ask for specific feedback on a series of headings based on the key issues / areas for example:
 - **Procedures**
 - **Communication**
 - **Liaison**
 - **Finance**
 - **Public Relations**
 - **Health and Safety**
 - **Resources**

The key questions to address are:

- **What went well?**
 - **What didn't go so well?**
 - **What would we do if we were in the situation again?**
5. Use the Example Debrief Agenda as a guide (Page 49)
 6. Complete a report to document recommendations and opportunities for improvement and any lessons identified. It is important that the Head Teacher or Chair of Governors takes ownership of the report to ensure that any actions are taken forward.

Example Agenda for Incident Debrief

1. Welcome & Introductions
2. Summary of the incident
 - Scale Duration & Impact
3. Aim of the debrief
4. Lessons Learned:
 - a. Procedures
 - b. Communication
 - c. Liaison
 - d. Finance
 - e. Public Relations
 - f. Health & Safety
 - g. Resources
 - h. Incident Management
5. Conclusion
5. Summary of Actions
6. Close of debrief

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Section 4

Resources

Academy Site Information

This section contains all site plans and maps that are specific to the school and may be needed in an emergency situation, including:

- Academy Site Plan including grounds and surrounding area
- Academy floor plans
- Fire Safety Plans
- Utilities features
- Any other school specific documentation

The following table includes features indicated on the above site and safety plans and which plan they can be found in.

Utility and Safety Features	In which Plan? e.g. Fire Safety	Date checked or updated	Date checked or updated
Fire Exits			
Manholes [with note indicating the service to which it gives access for example foul sewer, surface water, telephone and so on].			
Assembly point for staff/pupils/visitors in case of evacuation during normal hours [roll call to be conducted here; this place to be identified on signs of each fire alarm]			
Electricity cut off switch [cuts supply to all or part of building]			
External telephone junction box			
Fire hydrant/sources of water			
Foam inlet pipe			
Fuel oil storage tank (and fuel lines) [state full capacity]			
Gas stop valve			
LPG storage tank (and fuel lines) [state full capacity]			
LPG supply stop valve			
Oil supply stop valve			
Plant and machinery			
Surface water drain grills			
Water top valve			

How to Help Children Following a Death or Traumatic Event

A Guide for Parents and Carers

When someone dies children experience similar feelings to adults. They may not be able to express their feelings in words but you may notice changes in their behaviour.

Such behaviour may include:

- Quiet, withdrawn behaviour, including a reluctance to talk
- Reluctance to separate from you including clinginess, not wanting to sleep alone or even an unwillingness to go to school
- A return to younger behaviours such as thumb sucking or bed wetting
- Attention seeking behaviour and even aggression directed towards you
- Difficulty dropping off to sleep and/or nightmares once asleep
- Being easily upset by everyday events, including heightened sensitivity to loud noises
- Finding it hard to concentrate especially in school
- Loss of appetite or excessive “comfort eating” of sugary snacks

These are all normal reactions to what may be a very abnormal experience and are likely to fade over time.

How You Can Help

Being honest with your child about what has happened as sensitively and calmly as you can use language your child can understand. Avoid phrases for death such as “gone to sleep” or “gone on a long journey” as these may confuse or even make a child fearful of everyday events such as sleeping or travelling.

Talking about the person who has died. This keeps the memory alive and can be very comforting. In this way you are also giving permission for the child to talk about the person who died.

Sympathetic listening including answering the child’s questions as truthfully as you can. Be honest if you do not know the answer and say so.

Sharing activities with your child such as going for a walk or helping with household jobs. At these times your child may be more likely to express their feelings about what has happened.

Try not to hide your own feelings from your child. It may even help your child to see that it is normal to be upset by death and that crying or showing emotion is nothing to be embarrassed about.

Be prepared for your child to be angry and feel guilty, as well as feeling sad about what has happened. These are very normal feelings when grieving and it will help your child if he/she is able to express these feelings. Help your child to understand that what has happened was not his/her fault.

Resume and maintain routines as quickly as possible such as bedtimes, mealtimes, attending school and clubs. This will help to provide a sense of security.

Let your child know your whereabouts, try to return on time or let your child know you are safe. This will help provide security as your child is likely to worry that something may happen to you.

Be prepared for your child to behave at times as though nothing has happened. Children grieve differently and may be very sad one moment and laughing and playing the next.

Talk about the funeral and how your child can be included. Active participation at this time is likely to help your child come to terms with what has happened and allow him/her to say goodbye.

Allow your child to keep something that belonged to the person who died and start a memory box or photo album to help him/her remember.

Do make time to talk to other adults about your own feelings. Children cope better when they have a parent/carer who is coping.

If after reading this guidance you still remain very concerned about your child do not hesitate to discuss your concerns with your child's Head Teacher and/or GP.

Other Useful Contacts:

The services listed below can offer support following a death or traumatic incident.

National Cruse
0844 477 9400
helpline@cruse.org.uk

