

## AURORA ACADEMIES TRUST

<b>Policy Title:</b>	Emergency and Continuity Plan
<b>Policy Reference:</b>	AAT E&CP
<b>Function:</b>	For Information and Guidance
<b>Audience:</b>	Trustees, Governors, Regional Directors, Executive Headteachers, Heads, Teachers, Support Staff, as necessary
<b>Ownership/ Implementation:</b>	The Trustees/LAB Governing Body (as required) have overall responsibility for ensuring that this policy is implemented
<b>Version:</b>	002
<b>Approved by Trust's Policy Working Group:</b>	June 2017
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# Emergency and Continuity Plan

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## 1. Statement of Intent

This document sets out the framework for the Trust emergency response and continuity management arrangements. A business impact assessment has been undertaken to identify our critical activities and the measures put in place to mitigate the effects of disruptions.

This plan will be activated in the event of an incident or an emergency, which impacts upon the delivery of our critical activities and where normal responses and procedures are deemed insufficient to deal with the effects. The Emergency and Continuity Team would first follow appropriate checklists to manage the emergency situation and then refer to the continuity impact assessments to ensure all actions are followed.

The procedures and critical activities have been discussed and agreed by the school’s Senior Management Team. A logbook must be kept with this plan at all times.

This plan should be read in conjunction with the following policies:

- Fire Risk and Emergency Evacuation Plan
- First Aid Policy.

## 2. Emergency and Continuity Management Team

Emergency and Continuity Management team members are listed below and the plan is distributed to each individual who are required to safely and confidentially store a copy of this plan at their regular place of work and off-site.

Name	Role	Mobile Number	Issue Date
{Insert name}	Headteacher (includes Head of School)		
{Insert name}	Chair of Governors		
{Insert name}	Vice Chair of Governors		
{Insert name}	Deputy Headteacher		
{Insert name}	Assistant Headteacher		
{Insert name}	School Business		



	Manager		
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### 3. Evacuation to a Secondary Location

**Secondary Location is** *[SPECIFY LOCATION]*. The Head-teacher or other member of the CMT will contact *[SPECIFY LOCATION]*, *[TELEPHONE NUMBER]*, and inform them that our students will be arriving in “x” minutes.

### 4. School Emergency Grab Bag

The School Emergency Grab Bag is located *[SPECIFY LOCATION]*. The Grab Bag will be maintained by the Office Manager retained by the Office Manager in the event of the School Emergency Plan being activated

Contents	Checked / date
School Emergency & Continuity Plan	
Pupil records – names, addresses, contact numbers	
Pupil medical records	
Staff contact details – names, addresses, contact numbers and next of kin	
Parental contact details	
Governing Body contact details	
Schools layout / drawing	
Log books pens and papers	
LEA and Emergency Planning contact numbers	
School Inventory	
Building and gate keys	
Alarm arrangements	
Backup disks	
Torch	
Mobile phone charger	



## 5. Possible Risks & Threats

Possible threats and risks, which may impact on the operation of the school, are listed below however this list can neither be inclusive or exhaustive. Obviously, it is subject to ever changing circumstances. These include:

- Theft or vandalism in the school
- Total or partial closure of school following flooding or fire damage or other incident
- The death of students or members of staff through natural causes such as illness, an accident, or by a deliberate act of violence
- A fire or explosion in the school
- Deaths or injuries on school outings
- Incidents involving children and staff from many schools
- Civil disturbances including terrorism
- Outbreak of a communicable illness or disease.

If a period of disruption and or relocation / closure were to be experienced the school would need to ascertain whether the impact would be for a day or longer. In doing so the following issues would need to be considered and these are addressed in the emergency immediate action checklists and in the continuity impact assessments:

- Health & Safety risks to students, visitors and staff
- Quality of provision – impact on the delivery of the curriculum
- Legal implications – is a breach of statutory requirements likely
- School reputation with parents and the community / publicity
- Finance – will the event impact on the budget?



## 6. Categorisation of Risks

There are three levels of risk, which will guide action taken. They are:

- High (a likely event)                      Red
- Medium (possible event)                  Amber
- Low (an unlikely event)                  Green

The following table is an illustrative guide to assess risk. This is a matter of individual judgment, but taken into account will be the impact on e.g. health and safety, quality of provision, legal responsibilities, finance and the school's reputation.

Impact	Health & Safety	Quality of Provision	Legal	Finance	Reputation
<b>HIGH</b>	Very likely to increase risk to students and visitors	Serious impact on delivery of curriculum	Breach of statutory requirements	Significant financial implications	Loss of confidence by parents and community
<b>MEDIUM</b>	Possible increased risk to students and visitors	Moderate impact on delivery of curriculum	Possible breach of statutory requirements	Moderate financial implications	Minor loss of confidence, no long-term damage
<b>LOW</b>	No increased risk	No impact on delivery of curriculum	No breach of statutory requirements	Manageable or no financial implications	Little or no impact on confidence



## 7. Immediate Action Emergency Checklists

Actions contained in these checklists are not prescriptive, nor exhaustive, but serve as guidance for the response to an incident. At times several checklists may need to be followed.

### **Checklists are provided for the following situations:**

1. Critical Incident
2. Safety of staff, students, parents, or members of the public affected
3. Incident in school time
4. Incident outside school time
5. Incident off-site (school trips)
6. Casualties
7. Information strategy
8. Communication arrangements
9. Incoming calls
10. Information for staff
11. Information for students
12. Informing next of kin
13. Reuniting families

### **On deciding which checklists are required the following actions should be taken:**

1. Headteacher must allocate tasks to other members of staff for completion
2. Record all key decisions and actions on an incident log
3. At least one member of staff should be nominated to check actions are completed and maintain an overview of the situation. Not all tasks will be required in all situations.



1. Critical incident			
Initial Action	Additional Actions	Who By	Time
<p>Safety of staff, students, parents, or the public affected</p> <p>Call Emergency Services Liaise with emergency services Incident Officers</p>	<ul style="list-style-type: none"> <li>• The emergency service will establish an Incident (or Silver) Control Point</li> <li>• If the site is declared a scene of crime it will be under the control of the Police</li> <li>• If a fire has occurred, the area affected will be under the control of the Fire and Rescue Service until the fire is extinguished and the site made safe.</li> <li>• REFER TO CHECKLIST: SAFETY OF STAFF, STUDENTS, PARENTS, OR THE PUBLIC AFFECTED</li> </ul>		
<p>Time and location of incident</p>	<p>REFER TO THE APPROPRIATE CHECKLIST:</p> <ul style="list-style-type: none"> <li>• INCIDENT IN SCHOOL TIME</li> <li>• INCIDENT OUTSIDE SCHOOL TIME</li> <li>• INCIDENT OFF-SITE (SCHOOL TRIPS)</li> </ul>		



<p>Convene Emergency and Critical Management Team</p>	<ul style="list-style-type: none"> <li>• Obtain an initial report on the incident</li> <li>• Agree a response and recovery strategy</li> <li>• Assign roles</li> </ul>		
<p>If [SPECIFY COUNCIL] resources required contact <i>[Insert contact details]</i></p> <p>Provide the following information:</p>	<ul style="list-style-type: none"> <li>• That you are calling about a school in <i>[SPECIFY COUNCIL]</i></li> <li>• Your name and position</li> <li>• The name and address of the school, including postcode</li> <li>• Your mobile phone number or that of another available contact</li> <li>• The nature of the incident and as much information as possible including location of incident, nature of injuries, number of injuries</li> <li>• Total number in party</li> <li>• What immediate assistance is required</li> <li>• The Council will initiate a cascade to notify relevant people and departments</li> </ul>		



## 2. Safety of staff, students, parents, or the public affected

Initial Action	Additional Actions	Who By	Time
Injury or death – call Ambulance and Police	<ul style="list-style-type: none"> <li>• Assess the situation</li> <li>• Make sure other people are safe from danger</li> <li>• Render first aid</li> <li>• Liaise with emergency services on arrival</li> <li>• REFER TO CHECKLIST: CASUALTIES</li> </ul>		
Fire or explosion – call Fire, Police, Ambulance	Action should be taken in accordance with the schools' fire and evacuation procedures		
Bomb Threat - call Police	Action should be taken in accordance with the school Bomb Threat Procedures		



<p>Airborne contamination affecting the school, e.g. smoke, chemicals, radiation. Unless, or until notified otherwise by the emergency services or other means of communication, initial action in such an event is: Go in! Stay in! Tune in!</p>	<ul style="list-style-type: none"> <li>• Go indoors and stay there until you are told it is safe to go outside - if possible shelter in parts of the building furthest away from the direction of the contamination</li> <li>• Close windows, doors, and ventilators.</li> <li>• If safe to do so, switch off air conditioning systems drawing air from outside the building</li> <li>• Do not use the telephone unless you urgently need help</li> <li>• Listen to local television or radio for further information</li> <li>• Do not eat opened or uncovered food or drink</li> <li>• Wash all utensils before using</li> <li>• Wash hands before preparing food</li> <li>• Do not use produce that has been stored outside</li> </ul>		
<p>Carry out Roll Call</p>	<p>Report missing persons to emergency services</p>		



<b>3. Incident in school time</b>			
Initial Action	Additional Actions	Who By	Time
Decide whether to keep students in school or send home	REFER TO CHECKLIST: INFORMATION STRATEGY		

<b>4. Incident outside school time</b>			
Initial Action	Additional Actions	Who By	Time
Consider disruption to next day's school routine	REFER TO CHECKLIST: INFORMATION STRATEGY <ul style="list-style-type: none"> <li>Consider announcements via the local news media</li> </ul>		

<b>5. Incident off-site – initial action – OFF-SITE</b>			
Initial Action	Additional Actions	Who By	Time
Supervise and support remainder of the group	Arrange for their return to off-site base		
Liaise with emergency services	One person to remain at the incident to assist or liaise with the emergency services		



Contact off-site base to communicate with other staff in party			
Liaise with Tour Operator/Travel Company	Confirm what arrangements are being made by the Tour Operator/Travel Company		
Contact Headteacher, emergency contact point, or designated member of staff and provide information:	<ul style="list-style-type: none"> <li>• Precise location (including postcode)</li> <li>• Description of the incident</li> <li>• Time of the incident</li> <li>• Number of casualties</li> <li>• Nature of injuries</li> <li>• Total number in the party</li> <li>• Your name and telephone number</li> <li>• Name and telephone numbers of individuals involved</li> <li>• Name of other members in the party</li> <li>• Action taken so far</li> <li>• Action to be taken and by whom</li> <li>• Telephone numbers for future communication - If possible provide alternative 'at-home' and 'off-site' numbers</li> </ul>		



6. Incident off-site – initial action – ON-SITE			
Initial Action	Additional Actions	Who By	Time
Liaise with police	<ul style="list-style-type: none"> <li>• Police will liaise with responding police force if incident is in another force area</li> <li>• Police will be notified by Foreign &amp; Commonwealth Office if fatalities have occurred abroad and will notify next of kin</li> </ul>		
Inform next of kin	REFER TO CHECKLIST: INFORMATION STRATEGY		
Liaise with Tour Operator/Travel Company	Confirm what arrangements are being made by the Tour Operator/Travel Company		
If incident has occurred abroad	<ul style="list-style-type: none"> <li>• Contact the Foreign &amp; Commonwealth Office</li> <li>• If a death or accident has been reported to a British Consulate overseas they will pass the details to the UK police who will inform the next of kin</li> <li>• Consular staff in London will keep in touch with next of kin and the Consulate abroad</li> <li>• Access interpretation service as required</li> </ul>		



Obtain information on arrangements for casualties	REFER TO CHECKLIST: CASUALTIES		
Obtain information on arrangements for fatalities			
Obtain information on return travel arrangements	REFER TO CHECKLIST: REUNITE FAMILIES		
Liaise with police regarding reception arrangements for people returning			
Arrange for appropriate staff to travel to where the incident occurred	<ul style="list-style-type: none"> <li>• Liaise with Police for incidents in UK</li> <li>• Liaise with Foreign and Commonwealth Office for incidents abroad</li> <li>• Liaise with those affected, and relevant authorities</li> </ul>		



<b>7. Casualties</b>			
Initial Action	Additional Actions	Who By	Time
Establish who is affected and details of injuries/fatalities	<ul style="list-style-type: none"> <li>• Liaise with Police for incidents in UK</li> <li>• Liaise with Foreign and Commonwealth Office for incidents abroad</li> </ul>		
Obtain information on current location of casualties			
Record the names of people being taken to hospital			
Nominate staff to accompany injured person(s) to hospital	Record which staff are accompanying injured people		
Obtain a copy of family and staff contact lists			
Inform next of kin	REFER TO CHECKLIST: INFORMATION STRATEGY (Note: The Police will notify next of kin of fatalities)		



<p>Obtain information on arrangements for the deceased</p>	<ul style="list-style-type: none"> <li>• Liaise with the police</li> <li>• Coroners have responsibility for investigating any unnatural or violent deaths that occur in their area, including a death overseas if the body is brought back to this country</li> <li>• For incidents abroad the Foreign and Commonwealth Office can advise on: <ul style="list-style-type: none"> <li>• Burial or cremation overseas</li> <li>• Bringing remains and personal property back to the UK</li> <li>• Obtaining a UK death certificate</li> </ul> </li> </ul>		
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<b>8. Information strategy</b>			
Initial Action	Additional Actions	Who By	Time
Arrange communication resources	REFER TO CHECKLIST: COMMUNICATION ARRANGEMENTS		
Receive incoming calls	REFER TO CHECKLIST: INCOMING CALLS		
Provide information to staff	REFER TO CHECKLIST: INFORMATION FOR STAFF		
Provide information to students	REFER TO CHECKLIST: INFORMATION FOR STUDENTS		
Inform next of kin	REFER TO CHECKLIST: INFORMING NEXT OF KIN		
Notify contractors, service providers, delivery firms etc	Advise of incident and any alternative arrangements		
Advise other school users	Advise of incident and any alternative arrangements		
General Points			



<ul style="list-style-type: none"> <li>• Many of those involved in the incident will possess mobile telephones; therefore news of the incident will spread very quickly and will be beyond the control of the school</li> <li>• Maintain close liaison with the police. In most critical incidents, the police will be responsible for managing information about the incident</li> <li>• If the incident occurred abroad, maintain close liaison with the Foreign and Commonwealth Office</li> <li>• If no information is available because of the investigation into the incident or difficulties in confirming the identity of those involved, every effort must be made by the appropriate authority to explain the reasons for this. Limited information may be better than nothing.</li> <li>• Avoid speculation</li> <li>• Do not make statements about further information or developments unless confident that it will be available</li> <li>• Important information should be repeated</li> <li>• Where possible, written information should be used to supplement verbal information</li> <li>• New information must be communicated as soon as possible</li> <li>• Those providing information should be aware that those receiving it might express anger and hostility</li> </ul>		
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<b>9. Communication arrangements</b>			
Initial Action	Additional Actions	Who By	Time
Establish a separate dedicated line for outgoing calls	Use a mobile phone or a line that cannot take incoming calls		
Provide phones for use by Emergency and Continuity Management Team			
Nominate staff to deal with incoming calls and to make outgoing calls			



<p>Prepare a statement</p>	<ul style="list-style-type: none"> <li>• Include known information and assurances of action being taken</li> <li>• Indicate when further information will be made available</li> <li>• Anticipate answers to the following: <ul style="list-style-type: none"> <li>▪ Was my child there when it happened?</li> <li>▪ Are they safe now?</li> <li>▪ Where is my child?</li> <li>▪ How do I get to see them?</li> <li>▪ How serious is the injury</li> <li>▪ Which hospital have they been taken to?</li> <li>▪ Will you help me to get to the hospital?</li> </ul> </li> <li>• Avoid speculation</li> </ul>		
<p>Record who has called</p>	<p>Check against the record of outgoing calls to ensure parents have been informed, and to avoid duplication</p>		
<p>Record who has been contacted</p>	<p>Check against the record of incoming calls to ensure parents have been informed, and to avoid duplication</p>		



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<b>10. Incoming Calls</b>			
Initial Action	Additional Actions	Who By	Time
Nominate staff to receive incoming calls	<ul style="list-style-type: none"> <li>• Use language and tone that alleviates anxiety</li> <li>• Important information should be repeated</li> <li>• Those providing information should be aware that those receiving it might express anger and hostility</li> </ul>		
Use a prepared statement	<ul style="list-style-type: none"> <li>• Avoid speculation</li> <li>• Do not make statements about further information or developments unless confident that it will be available</li> <li>• Where possible, written information should be used to supplement verbal information</li> </ul>		
Record who has called	This must be checked against the record of outgoing calls to ensure parents have been informed, and to avoid duplication		
Respond to enquiries from news media	REFER TO: RESPONDING TO THE NEWS MEDIA		



11. Information for staff			
Initial Action	Additional Actions	Who By	Time
Arrange briefing meeting for all staff	<ul style="list-style-type: none"> <li>• Inform all staff as soon as possible</li> <li>• Give guidance on how to support and talk to the children</li> <li>• Outline the measures in place in the school to provide further help for distressed children</li> <li>• Establish a schedule for updating staff, e.g. during breaks, at the end of the day, or first thing next morning</li> <li>• Ensure all adults in contact with students are kept well informed and feel secure in handling questions and comments</li> <li>• Unless authorised, Staff should be advised not to talk to the news media - Refer to Responding to the News Media</li> </ul>		
Arrange de-briefing meetings for directly affected staff	<ul style="list-style-type: none"> <li>• Avoid speculation</li> <li>• Do not make statements about further information or developments unless confident that it will be available</li> <li>• Important information should be repeated</li> <li>• Where possible, written information should be used to supplement verbal information</li> <li>• New information must be communicated as soon as possible</li> <li>• Those providing information should be aware that those receiving it might express anger and hostility</li> </ul>		



12. Information for students			
Initial Action	Additional Actions	Who By	Time
Arrange briefing meeting for all students	<ul style="list-style-type: none"> <li>• Students should be told simply and without fabrication what has happened</li> <li>• It is probably best if this is done in small groups, e.g. classes, or year groups</li> <li>• Answer questions as straightforwardly as possible.</li> <li>• It should be acknowledged if questions cannot be answered at the time</li> <li>• Students should be regularly updated with new information</li> <li>• Avoid speculation</li> <li>• Do not make statements about further information or developments unless confident that it will be available</li> <li>• Important information should be repeated</li> <li>• Where possible, written information should be used to supplement verbal information</li> <li>• New information must be communicated as soon as possible</li> <li>• Those providing information should be aware that those receiving it might express anger and hostility</li> <li>• Information leaflets contained in Section 8 may be helpful for incidents that have resulted in injuries or fatalities</li> </ul>		



13. Informing next of kin			
Initial Action	Additional Actions	Who By	Time
Decide how to contact parents	<ul style="list-style-type: none"> <li>• This needs to be done quickly and with sensitivity</li> <li>• Consistency of information is vital. Avoid using a chain of communication</li> <li>• Where possible, written information should be used to supplement verbal information</li> <li>• Do not make statements about further information or developments unless confident that it will be available</li> <li>• New information must be communicated as soon as possible</li> <li>• The Police will notify next of kin of fatalities</li> </ul>		
Decide whether to invite parents to the school or another secure venue to receive further information	<ul style="list-style-type: none"> <li>• Provide accommodation (within school or elsewhere) which can be restricted to next of kin, students and staff</li> <li>• Liaise with Police regarding security issues</li> </ul>		
Nominate staff to make outgoing calls	<ul style="list-style-type: none"> <li>• Use language and tone that alleviates anxiety</li> <li>• Important information should be repeated</li> <li>• Those providing information should be aware that those receiving it might express anger and hostility</li> </ul>		



Record who is contacted	<ul style="list-style-type: none"> <li>• Check against incoming calls received to ensure parents have been informed, and to avoid duplication</li> <li>• If a parent cannot be contacted by telephone it may be necessary to use either a reliable neighbour (best another parent) or a note through the door asking them to telephone a given number</li> </ul>		
Suggest parents make contact with relatives or neighbours for support	Where appropriate, give the contact numbers of other families involved in the crisis		
Provide telephone numbers for more information	E.g. hospital, disaster information line number		



<b>14. Reuniting families</b>			
Initial Action	Additional Actions	Who By	Time
Identify location for families to be reunited	<ul style="list-style-type: none"> <li>• The police may designate a location</li> <li>• A venue should be chosen away from areas that the public/press could observe or have access</li> </ul>		
If families need to travel to the area where the incident occurred, assistance may be required with:	<ul style="list-style-type: none"> <li>• Co-ordination of travel and accommodation arrangements</li> <li>• Costs of travel and accommodation</li> <li>• Liaison with authorities where the incident occurred</li> <li>• (Liaise with Foreign and Commonwealth Office for incidents abroad)</li> </ul>		
Confirm with the police arrangements for reception of returning staff, students, and parents	<ul style="list-style-type: none"> <li>• If the incident occurs abroad, there is likely to be significant media interest at the point of arrival in this country, therefore arrangements will need to be made to meet groups as they arrive</li> <li>• Where children and staff are arriving from a remote location, e.g. from a foreign visit, transport arrangements may need to be arranged for next of kin, particularly those unable to travel independently</li> </ul>		
Arrange for appropriate support to be provided for children, families and staff	<ul style="list-style-type: none"> <li>• This may include Police Family Liaison Officers supported by staff from Children's</li> <li>• Services and Educational Psychology</li> </ul>		



## 8. Critical Locations/Resources

No.	Locations or Resources	Description of Activity
1.	School Office	Management of roll, payment of bills, fielding/receiving calls, manual and electronic records, SIMs, receipt / transfer to data, management of student / staff registers
2.	Class Rooms Inc. Inclusion	Teaching and learning; storage of materials, equipment, students work, teachers resources, ICT equipment
3.	Kitchen/Diner	Equipment, food storage and preparation, water provision
4.	Playgrounds	Play / sports facilities / outdoor space for extended school activities
5.	Toilet Facilities	Health, safety, hygiene and sanitation considerations
6.	Staff & Student welfare	Activities to support staff and students in times of major incident, risk and stress
7.	Boiler House	Gas oil boilers providing heat
8.	Electric Intake Rooms	Electrical intake room, controlling lighting and all other electrical services
9.	Staff Room	Staff Room & staff facilities therein, including teaching and learning resources
10.	Examinations / Admin. Storage Room	Examination records storage – electronic and manual, storage of coursework, storage of exam / test papers other than School Office
11.	Maintenance Store	Equipment and stores to facilitate the operation of the school



## 9. Impact Assessment & Continuity Action Plan

1. Incidents likely to affect the school & administration procedures					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
<ul style="list-style-type: none"> <li>• Fire</li> <li>• Severe weather</li> <li>• Theft</li> <li>• Damage to IT equipment, data &amp; systems</li> <li>• Civil emergencies</li> <li>• Illness – flu pandemic</li> </ul>	<p>Fire = H</p> <p>Others = L</p>	L	<p>MIS &amp; associated school data backed up overnight and stored off-site, (cloud)</p> <p>Keep processes e.g. payment of bills ongoing</p>	<p>Seek alternative accommodation within school or neighbouring schools.</p> <p>Purchase / loan necessary hardware to support functions.</p> <p>Ensure LEA / Governors kept up to date with progress / problems, which may impede purpose</p>	<p>Head teacher in liaison with SBM Finance, SBM Facilities, ICT Network Manager, Office Manager</p> <p>Liaise with other agencies / support services / suppliers providers etc.</p>



School closure – one day – affecting teaching & learning	M	H	Parents are usually informed in advance of a known closure  Circumstances are unforeseen contact parents by text	Standard letter out to parents explaining reasons for closure	Headteacher in liaison with Chair of Governors
School closure – one week - affecting teaching & learning	H	L	Parents are usually informed in advance of a known closure  Text to parents	Standard letter to parents explaining reasons for closure	Headteacher in liaison with Chair of Governors
School closure – one month or longer – affecting teaching and learning	H	L	Unlikely to lose all buildings. Insurers could arrange for porta-cabin equivalents in 2 > 3 months  School websites could be useful here to support teaching and learning via the virtual learning environment (VLE)	Liaise with LEA to source alternative accommodation within locality  Parents & LEA to be kept informed	Headteacher in liaison with Chair of Governors.



<b>2. Damage to one or more classrooms / communal facilities within the school</b>					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
Damage to fabric of room/s furniture and essential equipment, which support teaching & learning e.g. fire, flood, and vandalism. Affecting teaching & learning	L	M	Security alarm connected to central control, including sensors on doors and communal areas. Firm Alarm, CCTV, Security monitoring firm have contact numbers for main key holders, (Site Team)	Seek out alternative space within the school e.g. halls.  If required, negotiate classroom space at neighbouring school.  If required negotiate loan / lease of essential equipment and / or temporary accommodation to support teaching / learning	Headteacher in consultation with affected class teachers and / or, the SBM Facilities
Damage & or/loss of coursework &/or exam papers. Failure to comply with statutory requirements	H	L	Secure storage of all exam papers is given a high priority in a fire proof safe	If damage occurs contact exam boards ASAP for replacement papers	Headteacher and / or Examination Manager



Absence of key staff during critical periods as mentioned above	H	L	All post holders within school have detailed job descriptions which outline very clearly roles and responsibilities	This would depend on the manager in post on the given day.	Where necessary advice would be sought from the Headteacher, colleagues & Chair of Governors
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<b>3. Incidents which may impair function of the kitchen &amp; dining facilities</b>					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
<p>Damage to fabric of room/s furniture and essential equipment, which support school meals e.g. fire, flood, vandalism</p> <p>Service would have to be revised. Little impact on teaching and learning</p>	L	M	<p>Close school on first day at lunchtime due to inability to provide meals for students</p> <p>Governors, parents and LEA to be kept updated as required</p>	<p>Light service provided via emergency catering company.</p> <p>Service area from year floors</p> <p>Change to timetable of the day</p>	<p>Headteacher, SBM Facilities, Catering Manager. Liaise with contract services.</p>



4. Incidents which may impair / prevent use of playgrounds					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
<p>Serious damage to playground area, which render it unusable or limit the amount of space available for play on health &amp; safety grounds</p> <p>Depending on extent of damage this could have an impact on students play and or sport</p>	L	L	<p>Security of premises with CCTV monitoring should ensure that the likelihood of this risk happening would be slight.</p> <p>If playground was to become dysfunctional for a time it may necessitate staggered breaks for the students</p> <p>Outside sporting activities would be limited and opportunities to use other areas in the area would be explored</p>	<p>To date this is an unknown area and any action taken would have to be in response to a given situation</p> <p>Governors, parents and LEA to be kept updated as required</p> <p>Contact Council sports unit for support</p>	Headteacher in liaison with the SBM Facilities



5. Incidents which may impact on the toilet facilities					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
<p>Major damage to one or more of the toilets e.g. fire vandalism, flood, and loss of water / sewage supply.</p> <p>Depending on extend of damage. We may have to close one or more toilets.</p> <p>If all toilet facilities are deemed unusable then school closure would follow until temporary or permanent restoration</p>	L	L	<p>Due to the fact that we have students and staff toilets located throughout the school it would be unlikely that there would be a major impact.</p> <p>Site Manager carries out maintenance programme including toilet facilities</p> <p>Total loss – close school</p>	<p>To date this is an unknown area and any action taken would have to be in liaison with the Council, the insurance company and their assessors</p> <p>Temporary toilets located in playground or other convenient space</p>	<p>Headteacher in liaison with SBM Facilities and Council</p>



<b>6. To support staff and students in times of major incident, risk and stress</b>					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
<p>Major transport incident and / or terrorist attack</p> <p>The impact would depend on severity of incident and level of involvement of staff and / or students</p>	M	L	Evacuation procedures in place. Contact details for staff and students kept offsite. Occupational Health available if needed, also counselling. Sound pastoral support measures are in place.	To date this is an unknown area and any action taken would have to be in liaison with the emergency services and / or LEA	Headteacher in liaison with Governors
<p>Severe Illness – absence of a large number of staff. Inability to deliver curriculum</p>	H	L	Unknown factor – number of students attending would diminish commensurately	Agency staff, (if available)	Headteacher in liaison with Chair of Governors



<b>7. Incidents which may have impact on the school's boiler system</b>					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
Damage to the boilers / and or Controls due to fire, flood, vandalism or Electric failure	H	M	Boiler door kept locked and limited access. Fire alarm Smoke Detection Contact numbers held for utility company. Programme in place	Contact maintenance contractor and / or electricity supplier	Headteacher in consultation with Site Manager
School closure – one day. Affecting teaching and learning	H	M	Parents contacted by phone and arrangements made for the safe transit of students  Website	Standard letter out to parents explaining reasons for closure	Headteacher in consultation with SBM Facilities
School closure – one week affecting teaching and learning	M	M	Parents informed in advance of a known closure  Website	Standard letter out to parents explaining reasons for closure	Headteacher in liaison with Chair of Governors



School closure – one month affecting teaching and learning	M	L	Unknown factor, which will require actions appropriate to the given situation  Website	Liaise with LEA to source alternative accommodation within locality Parents & LEA to be kept informed	Headteacher in liaison with Chair of Governors.
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<b>8. Incidents which may have impact on the electrical intake rooms</b>					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
Damage to Electric Intake Rooms due to fire, flood or explosion	H	M	Electric Intake has controlled and limited access.  Fire equipment  Good housekeeping (not to be used as a storage room)	Contact maintenance contractor and / or electricity supplier	Headteacher in consultation with SBM Facilities
School closure – one day. Affecting teaching and learning	M	L	Parents contacted by phone and arrangements made for the safe transit of students	Standard letter out to parents explaining reasons for closure	Headteacher in consultation with SBM Facilities



School closure – one week affecting teaching and learning	M	L	Parents informed in advance of a known closure	Standard letter out to parents explaining reasons for closure	Headteacher in liaison with Chair of Governors
School closure – one month affecting teaching and learning	L	L	Unknown factor, which will require actions appropriate to the given situation	<p>Liaise with LEA to source alternative accommodation within locality</p> <p>Accommodation to be resourced for teaching and learning</p> <p>Parents &amp; LEA to be kept informed</p>	Headteacher in liaison with Chair of Governors.

<b>9. Incidents which may occur in the Staff Room / MRO &amp; Library</b>					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
Damage to the Staff Room	M	L	To date this is an unknown area and any action taken would have to be in response to a given situation	Governors, parents and LEA to be kept updated as required	Headteacher in consultation with SBM Facilities



<b>10. Incidents which may occur in the examinations / admin. storage room</b>					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
Damage to the examinations / admin. storage room	H	L	<p>To date this is an unknown area and any action taken would have to be in response to a given situation</p> <p>Secure storage of all exam papers is given a high priority in a fire proof safe</p>	<p>If damage occurs contact exam boards</p> <p>Governors, parents and LEA to be kept updated as required</p>	Headteacher in liaison with SBM Facilities, Exam Manager & Chair of Governors

<b>11. Incidents which may occur in the maintenance store</b>					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			



Damage to the Maintenance Store due to fire, flood or explosion	M	L	Office has controlled and limited access. Archived records kept in separate store Flammables not stored Fireproof cabinets for storage See emergency plan for safe evacuation of students	Facilities Manager in Liaison with Headteacher to source alternative accommodation within locality accommodation to be resourced for maintenance continuity	Headteacher in consultation with SBM Facilities
School closure – one day affecting teaching and learning	M	M	Parents contacted by phone and arrangements made for the safe transit of students See emergency plan for safe evacuation of students	Standard letter out to parents explaining reasons for closure	Headteacher in consultation with Site Manager & liaison with Chair of Governors
School closure – one week affecting teaching and learning	M	L	Parents informed in advance of a known closure See emergency plan for safe evacuation of students	Standard letter out to parents explaining reasons for closure	Headteacher in liaison with Chair of Governors



<p>School closure – one Month affecting teaching and learning</p>	<p>H</p>	<p>L</p>	<p>Unknown factor, which will require actions appropriate to the given situation</p> <p>See emergency plan for safe evacuation of students</p>	<p>Liaise with LEA to source alternative accommodation within</p> <p>Accommodation to be resourced for teaching and learning</p> <p>Parents &amp; LEA to be kept informed</p>	<p>Headteacher in liaison with Chair of Governors.</p>
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## Appendix 1: Emergency Telephone Numbers

Organisation	Service Provided	Contact No.
Some suggestions...	Intruder alarm maintainers/suppliers	
	Counselling Services	
	Gas Supplier (24 hours)	
	Radio	
	Electricity supplier (24 hours)	
	Water tanks	
	Glaziers	
	Plumber	
	Mobile classrooms	
	Fire alarm maintainers / suppliers	
	Emergency generators	
	Insurance company - Policy No.	



## Appendix 2: Responding to the News Media

With the advent of modern news delivery, today's media operate very quickly. They are quite likely to contact you before the Critical Incident Plan is implemented. The following is a summary of key points to help school staff handle enquiries that may arise soon after an incident has occurred.

Whatever the incident, and particularly if it involves injury or death on a school trip, the likelihood is that information will be sketchy at best and possibly inaccurate.

All members of the Emergency and Continuity Management Team must be familiar with this checklist.

1. Liaise with the Council's Communications Team at the earliest opportunity
  - The Communications Team may be able to issue an initial statement
2. Be clear about which staff/governors are designated to talk to the press and who are not
  - Be prepared to accept that a designated person may not be the most appropriate person to handle the situation in some circumstances
3. Buy time to enable you to obtain the facts
  - News agencies will demand immediate information
  - Confirm their deadlines and if possible postpone the interview until later
  - If you offer to call back make sure you do
4. Establish who you are talking to and their organization
  - Keep short notes of the name of the journalist, programme or newspaper, the time, and your response
5. Have a colleague with you to take notes of what is said
6. Give a prepared statement;
  - A prepared statement can provide necessary facts
  - Use the statement to express sympathy/concern and possibly a message for the community
7. Anticipate possible questions and prepare responses
  - Can you name the fatalities?
  - Can you name the teacher involved?
  - Have you done a name check of survivors?
  - Have you informed the parents?



8. Prepare key messages and stick to them
  - Refer to people first. e.g.: “all pupils have been evacuated to a safe area.”
  - Refer to damage to the school/property second. e.g.: “the coach was travelling south before leaving the road and ending up in the farmer’s field.”
9. Ask the interviewer what will be the first question to help prepare your response
10. Stay calm and look the interviewer in the eye
11. Stick to the key points - don’t waffle
12. Stick to the facts and don’t speculate about the cause of the incident

“One witness said the coach driver had been drinking.” might elicit the following reply:

“Our concern at this stage is for the safety of the pupils and other people involved. We know that the coach suffered damage and that other vehicles were involved. I don’t have any information on what may have caused the accident and I would not wish to speculate.”

13. Do not apportion blame or admit liability to anyone, even in conversation
  - Don’t speak off the record
14. Praise the actions of police, fire service and others who have assisted
  - Do not feel you must respond directly to leading questions
15. Be sensitive about personal information
16. Immediately correct any misleading comments



## Appendix 3: Bomb Threat Checklist

1. Switch on tape recorder if available
2. Record the exact wording of the threat. Ask these questions:
  - a. Where is the bomb?
  - b. When is it going to explode?
  - c. What does it look like?
  - d. What kind of bomb is it?
  - e. What will cause it to explode?
  - f. Did you place the bomb?
  - g. Why?
  - h. What is your name?
  - i. What is your address?
  - j. What is your telephone number?
  - k. Which organization do you represent?
    - Record the time call completed.
    - Where automatic number reveal equipment is available record number given.
    - Use the '1471' facility if available.
3. Inform the Head teacher or Emergency and Continuity Management Team
4. Name and telephone number or extension of person informed
5. Time and method of informing police  
This part should be completed once the caller has hung up and the police and Head teacher, SBM Facilities or Office Manager have been informed.  
Time and date of the call
6. Length of call
7. About the caller
  - a. Gender: male/female?
  - b. Nationality/accent?
  - c. Age?
  - d. Threat language: well spoken, irrational, taped, incoherent, foul
  - e. Message read by threat maker?
  - f. Callers voice: calm, crying, clearing throat, angry, nasal, slurred, excited, stutter, disguised, slow, lisp, accent, rapid, deep, familiar, laughter, hoarse. If the voice sounded familiar, whom did it sound like?
8. Background sounds: street noises, house noises, animal noises, crockery, motor, clear, voices, static, PA system, booth, music, children, factory noises, office machinery.



## **Bomb Threats**

Suspicious signs on suspect packages/objects could be the following, which also apply to packages arriving by mail:

- Grease on the outside cover/wrapping, odd smell (marzipan or almond perhaps)
- Wires or insulating tape sticking out
- Irregular shape, lop sided or heavy for its size
- Obviously disguised writing on the label
- Incorrect address, words misspelled
- Pinhole anywhere on its cover
- Incorrect postage, too much or too little
- Object close/abutting a building structure e.g. tight up against a door or wall

Action on finding a suspicious letter or package:

1. Do not touch the item.
2. If the suspect package has been handled, place it on nearest flat surface.
3. Go and get help -- call the switchboard
4. Leave the room/area, closing the door behind you.
5. Prevent unnecessary people from re-entering the room.



## Appendix 4: Lockdown Procedures

In the event that an incident occurs within the school site or in the vicinity of the school that could place the students and staff at risk of serious injury or fatality the school may impose a lockdown. This situation could be imposed by the Police or other Authority or may be instigated by the Head-teacher.

Should such a situation occur the following procedures will apply:

1. On instruction from the Headteacher or member of SLT, a member of the Facilities team will activate the lock down signal which will be the change of lesson sounder ringing continuously for 5 minutes
2. Staff should turn on their mobiles and open outlook to allow any information to be filtered through from the Head-teacher
3. If Lockdown has occurred without instruction from the Police or other Authority the Head-teacher, (or if the Head-teacher is not in school at the time of the incident, one of the Critical Incident Team), will call the emergency services
4. Once the lesson bell sounds all staff must retain their pupils in their classrooms. Administrative staff will remain in their offices. Close any windows, pull down the blinds and switch off any lights.
5. All staff with walkie talkies should switch them on, but communication should only be from Head-teacher (or SLT member in his absence)
6. All external gates will be locked by the Facilities Management Team.
7. All staff and pupils must stay as far as possible away from the windows and doors.
8. If you are outside of a classroom at the time of the incident , eg: in a PE lesson you must find the nearest possible room, (including the Main Hall and Gym), that can be secured
9. Staff On Call, SLT and the Facilities team must clear the corridors, (if it is safe for them to do so), and get all pupils and staff into a closed classroom or to another safe area and then find themselves a safe area and remain there until further instruction
10. Staff should keep all pupils in their classroom until they are given the all clear
11. Staff should try to maintain a calm atmosphere in the classroom and keep alert to the emotional needs of the pupils. Try and keep pupils engaged in a quiet activity. **DO NOT ALLOW ANY PUPIL OUT OF THE CLASSROOM FOR ANY REASON**
12. Staff should remain with their pupils at all times



13. The change of lesson sounder will resume once the 'all clear' has been given to indicate everyone can now leave the classrooms.

14. Parents will not be allowed to pick up their children during a lockdown procedure until the all clear has been given by the Head-teacher

Note: this procedure is to be used ONLY in the most difficult of situations – and if it should arise the key is to stay calm and collected and do all that can be done to re-assure children.

DRAFT

