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drb Ignite Multi Academy Trust

CRITICAL INCIDENTS AND BUSINESS CONTINUITY POLICY
DUDLEY SCHOOLS

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Policy and Procedure: Critical Incidents and Business Continuity Policy

Version: v4.0 Approved

Author: Director of Estates - drb Ignite Multi Academy Trust

Date: October 2020

Date of Board Approval: TBC

Review date: Every 3 years

This document consists of:

- Trust Policy on managing critical incidents and business continuity.
- Template for School Assessment of Critical Activities; for completion and approval locally, and review by the Trust Finance Director, this will inform the local Emergency Management Instructions (**Annex '1'**).
- Template for School Emergency Contacts, for completion, approval and regular review locally for each School (**Annex '2'**).
- Template for School Emergency Management Instructions, for completion and approval locally for each School (**Annex '3'**).
- Template for School ICT Disaster Recovery Plan, for completion and approval locally for each School (**Annex '4'**).
- Guidance and Sample Action Notes, for consideration locally within staff training or for guidance in the event of an incident (**Annex '5'**).
- Guidance for staff receiving Bomb Threats or Suspicious Packages, to be available in key locations (e.g. Reception, Post Room etc) in the School and highlighted to relevant staff (**Annex '6'**).

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1. Introduction

1.1. This policy sets out the drb Ignite Multi School Trust's ("the Trust") policy for planning and responding to major incidents which affect the continuity of the School's business and the safety of its staff, pupils and others.

1.2. It is not possible, or desirable, to write a plan for every possible disruption. No matter what the *cause* of the incident, the *effect* can generally be summarised as:

- An inability to carry out daily and/or critical activities
- Loss of life or serious injury to School staff and pupils or members of the public
- Loss of building, or part of building or access to the building
- Loss of ICT
- Loss/shortage of staff
- Loss of critical supplier or partner
- Adverse publicity and/or reputational impacts
- Pandemic impact

1.3. The Trust's policy and procedures for assessing Health and Safety risks are contained in the Trust Health and Safety Policy.

1.4. This policy also recognises that individuals (adults and children) may be affected by critical incidents which occur in or outside of school. For example:

In-school:

- the death of a pupil or member of staff through natural causes, such as illness.
- a traffic accident involving a pupil or staff member.
- a deliberate act of violence, such as a knifing or the use of a firearm.
- a school fire or flood.
- allegations or actual incidents of abuse against pupils by staff and staff against pupils.
- an arson or other attack on the school.

Out-of-school:

- deaths or injuries on school journeys, trips or residential trips.
- tragedies involving children from many schools at public events such as football matches.
- civil disturbances.
- refugee children joining a school, uprooted from their countries and perhaps shocked by wars or atrocities.
- abductions / disappearances.
- incidents involving the murder of school children that attract the attention of national and international media over prolonged periods.
- a civil disturbance or terrorism.
- a disaster in the community.
- a transport accident involving school members.

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1.5. The emotional effects of disasters on children are not always immediately obvious to parents or school staff. Indeed, at times children find it difficult to confide their distress to adults as they know that it will upset them. In some children, the distress can last for months, even years, and may additionally affect their academic attainment.

1.6. Some children may not feel comfortable enough or be able to share their feelings and thoughts in public or with staff either because they are unable to do so or because they fear their confidence may be abused. Similarly, because many adults are not able to talk about death, bereavement, and tragedy, they may unwittingly stop children talking about similar emotional experiences.

1.7. At the Trust, our schools take all children's needs seriously, including emotional and psychological needs and are committed to ensuring all children receive the help they require to explore such matters as death and significant harm or injury in an environment off trust, care and safety. We also recognise the impact such incidents can have on the well-being of staff and parents/ carers and do our utmost to support any recovery needed and to work with any external agencies.

1.8. Whilst no amount of planning can totally prevent accidents and problems occurring, it is hoped that some can be prevented, and the effects of others minimised by taking sensible precautionary measures. The Trust expects that staff:

- and pupils will be familiar with the school's routines for fire and the evacuation of the school building on hearing the fire alarm.
- will be familiar with the routines and procedures for dealing with emergencies (as detailed in this policy).
- and pupils will be familiar with the school's security procedures, in particular that all visitors not wearing a visitor's badge should be questioned and escorted to the school entrance area.
- organising school trips and visits follow the guidelines and write a risk assessment to be signed off by the headteacher.
- sign in and out of the premises.
- are aware of pupils with medical needs or health problems.
- are aware of school policy in dealing with violence at work.
- are aware that they should assess associated risks to children before carrying out a curriculum or other activity.
- are aware that they are responsible for assessing risks to themselves before undertaking an activity.

1.9. Additionally, in the event of a critical incident, the priorities of those adults in charge of the school or trip will be to:

- save life.
- minimise personal injury.
- safeguard the interests of all pupils and staff.
- minimise loss and to return to normal working as quickly as possible.

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2. Planning for and Managing Emergencies or Critical Incidents

2.1 Each Trust School will carry out an **Assessment of Critical Activities** (**see Annex '1'**) to identify key risks to its operation and the safety of its pupils, staff and others. This assessment will be led by the headteacher and will inform the local emergency and business continuity planning.

2.2 Each Trust School will maintain its own **Emergency Management Instructions**, including emergency contact details and a **Critical Incident Action Plan**.

2.3 This plan will be activated in the event of a critical incident or an emergency i.e. when an incident occurs that impacts on the delivery of critical activities or the safety and wellbeing of pupils, staff and others; and when normal responses, procedures and coping strategies are deemed insufficient to deal with the effects.

3. ICT Disaster Recovery

3.1 The ICT Manager in each Trust School is responsible for establishing an **ICT Disaster Recovery Plan** in line with the School's Assessment of Critical Activities.

3.2 This plan will identify actions to take in the event of loss of ICT hardware, software, infrastructure or connectivity, or the loss of key ICT related staff.

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ANNEX '1'

ASSESSMENT OF SCHOOL CRITICAL ACTIVITIES & BUSINESS CONTINUITY

The School's critical activities, as detailed below, take priority for recovery following an incident because these activities, if not completed for any reason, would cause the greatest impact on the School community in the shortest time.

CRITICAL School Activity	Requirements Consider the resources required for the critical activities	When Required						Comments
		4 Hrs	24 Hrs	48 Hrs	1 Week	2 Weeks	1 Month	
Teaching		X						
Safeguarding Children		X						
Catering			X					
Access to ICT		X						
Cleaning		X						

NB - this assessment should be carried out taking account of individual local risk assessments of School activities (see the Trust Health and Safety Policy for further guidance)

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Business Continuity

Important electronic and paper-based records should be regularly refreshed and kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long term)	Back-up measures / restorative arrangements
Asset registers / equipment inventories	Parago Software	minimal	Cloud based software
Insurance documentation	Government RPA scheme	minimal	Contact EFSA

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long term)	Back-up measures / restorative arrangements
Contact details	ScholarPack (cloud based)	Low	See disaster recovery plan section
Financial information	Access (cloud based)	Low	See disaster recovery plan section
Medical information	ScholarPack (cloud based)	Low	See disaster recovery plan section

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Email	
Post	

ICT Back Up

It is essential to maintain suitable ICT back up arrangements in order to prepare for, and recover from, any loss of information. Regular Cloud based backups.

Remote learning	**Notes / instructions**
Website / extranet	

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ANNEX '2'

Contact Details - Trust Emergency Management Team TEMT

Name	Job title	TEMT role(s) (if applicable)	Contact details	Mobile No.:	Notes (e.g. first aid trained)
Robert Bowater	CEO	Lead 1	rbowater@drbignitemat.org	07787 526738	
Sue Egersdorff	Executive Director	Deputy Lead 1	segersdorff@drbignitemat.org	07809 203311	
James Hill	Executive Director	Remote learning	jhill@drbignitemat.org	07725 984363	
Chris Finnerty	CFO	Resources	cfinnerty@drbignitemat.org	07584 457801	
Julie Gouldbourn	Director of Operations	Resources	jgouldbourn@drbignitemat.org	07584 246722	
Geoff Bagley	Director of Estates	Estates	gbagley@drbignitemat.org	07837 485 295	
Alvin Walters	DPO	Operations	awalters@drbignitemat.org	07711 049267	
David Sheldon	Trust Chair	Lead 2	dsheldon@drbignitemat.org	N/A	
Rebecca Hawkings	Trust Office Manager	Admin	rhawkings@drbignitemat.org	07983 600997	

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Contact Details - Extended Services

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)

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Contact Details – Services

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Head of Services	Emergency Number	01384-818029	Jeremy Keeble	
Children's services	General number	01384-814225/3200	Safeguarding Team	LADO 01384 813061
Media / communications	Press office	01384-815219		
Property				
Catering	Chartwells	07970 913119	Matthew Leake	
Educational visits	Helpdesk	01384-811300		
Emergency planning	Helpdesk	01384-818029		
Health and safety	Mike Morton (Dudley) Geoff Bagley (MAT)	01384-817877 07837 485 295		
Risk / insurance	RPA	0330 058 5566	Top Mark RPA Team E: rpa@topmarkcms.com	
Legal	General number	01384-815326		
Human resources	Tom Curran	01384-811300		
Educational psychology	General number	01384-814359		
Occupational health	General number	01384-811300		
Governor Support	General number	01384-813701		

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Contact Details – Services

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
Heart		0121 226 5700		
Free Radio		0121 566 5200		
Capital		0121-695-0000		

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Contact Details – Services

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Local Police Station		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Hospital Emergency Department				
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Flood line: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923		

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Insurance company	RPA	0330 058 5566	helpdesk	
Trade union	NAHT	0300 30 30 333	helpdesk	
Supplier (ICT)				
Supplier (Property Services)				
Supplier (transport)				
Supplier (catering)	Chartwells	07970 913119	Matthew Leake	
Supplier (cleaning)	In-house			
Supplier (temporary staff)				
Utility suppler (gas)	British Gas	0800 111 999		
Utility supplier (water)	Severn Trent	0800 3891011		
Utility supplier (electricity)	British Gas	0800 111999		
Utility supplier (heating)	LJS	07736 573428	Lewis Cattell	
Teacher Support Network		England: 08000 562 561 (24 hour)		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

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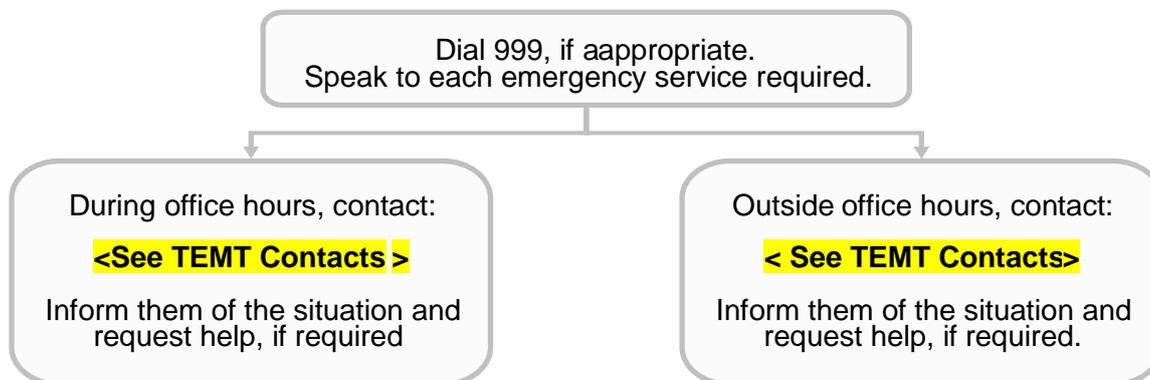Page: 15 of 65
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ANNEX '3'

SCHOOL EMERGENCY MANAGEMENT INSTRUCTIONS

Initial action

Immediately inform the Headteacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- Assess the situation and establish a basic overview of the incident.

- Take immediate action to safeguard pupils, staff and visitors.

- Attend to any casualties and administer first aid, if appropriate.

- **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.

> Dial 999, if aappropriate.
> Speak to each emergency service required.

> During office hours, contact:
> **<See TEMT Contacts >**
> Inform them of the situation and request help, if required

> Outside office hours, contact:
> **< See TEMT Contacts>**
> Inform them of the situation and request help, if required.

These contact details should only be used in an emergency. Do not give them to the media, pupils, parents / carers or members of the public.

- Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).
- Log all communications and actions.
- Notify School staff. Consider assembling the School Emergency Management Team (SEMT) to assist with the response.
- Refer to the list of emergency contact numbers for additional support if required.
- Where possible, avoid closing the School and try to maintain normal routines

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The School Emergency Management Team (SEMT)

If the incident is minor it will be the responsibility of the Headteacher (or a Deputy Headteacher) to implement all the actions required on behalf of the School and the Trust.

The School Emergency Management Team (SEMT) will be established at the onset of an incident to assist the Headteacher in managing the response.

The membership of the SEMT may vary slightly depending on the nature of the incident (e.g. between a fatal incident involving staff and pupils to a building or ICT failure which prevents normal business but has no direct safety implications)

School Emergency Management Team (SEMT)

Name	Position	Role in an Incident
	Lead 1	
	Deputy Lead 1	
	ICT	
	Resources	
	Site Management	

The SEMT is responsible for:

- Taking responsibility and managing the incident to its conclusion.
- Working with the Trust's TEMT Team.
- Allocating activities and resources to resolve the incident.
- Press and media liaison.
- Communicating with relevant bodies.
- Liaison with Emergency Services, Children's Services.
- Keeping a detailed log of the incident.

When this plan is invoked, all staff must be notified as soon as possible.

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School Site Information

Pre-designated areas	Location	Notes / instructions
SEMT briefing area		
Media briefing area		

Internal hazards	Location	Notes / instructions
Asbestos	See Asbestos File	Stored ……
Chemical Stores	See COSHH Files	Stored ……

Utility supplies	Location	Notes/instructions
Gas		
Water		
Electricity		
Heating		

Notification and Logging of Incidents

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the HSE, the local authority, the Trust). Whoever receives the alert should ask for, and record, as much information as possible.

- **Maintain a written record of all actions using this form and a log-book.**

- **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**

- **Find out what has happened. Obtain as clear a picture as possible.**

- **Discuss with the informant what action needs to be taken and by whom.**

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Name of Informant	
Contact Details of Informant	
Date & Time of Call	
Date & Time of Incident	
Exact Location of Incident	

Details of incident:

....

....

....

Where is the informant now and where are they going?

....

....

People affected (including names, injuries, where they are, where they are being taken to):

....

....

....

What arrangements are in place for people not directly involved in the incident?

....

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What advice have the emergency services given?

....

....

Who has been informed?

❑   Headteacher

❑   Trust Chief Executive / Director/TEMT

❑   School staff

❑   Governors

❑   Pupils

❑   Parents / carers

❑   Extended services

❑   Police

❑   Fire & Rescue Service

❑   Ambulance Service

❑   Local authority

❑   Health and Safety Executive

❑   Foreign & Commonwealth Office

❑   Media

❑   Insurance company

❑   Trade Union

Does anyone else need to be informed?

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....

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Are any other actions required?

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If the incident happened on an educational visit, please ask the questions below. You might already have these details, but it could be useful to seek confirmation.

Name of Educational Visit Leader	
Nature of Educational Visit	
Number of Pupils on Visit	
Number of Staff on Visit	
Location of Visit	
If the incident happened abroad, does the Foreign & Commonwealth Office need to be notified?	

Log-Keeping Guidelines

- Notes should be clear, intelligible, and accurate.

- Include factual information.

- Use plain and concise language.

- Keeps records of any expenditure.

- Do not remove any pages.

- Do not use correction fluid.

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Thursday, 19/05/2017

7.40pm	Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: ~~07802 388 07~~802 338 202.
8.20pm	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	Informed Anna Hughes (deputy Head Teacher) about the incident. Asked her to notify parents / carers that the school will be closed

Notes should be recorded in chronological order

If you make a mistake don't try to overwrite it – cross it out with a single line and start again

Only include times, dates or initials within the margins

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School Closure

In the event of the TEMT concluding closure of the school, the following steps should be taken:

Assess the need for closure. Consider whether any mitigation measures are possible, such as:

- Partially opening the school to some pupils.
- Asking a buddy Trust school for assistance.
- Purchasing infection control supplies (in the event of a public health incident).
- Log the decision to close the school and the reasons behind that decision.
- Seek support from other organisations (e.g. the local authority) as appropriate.

Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in Appendix '6'. It may be appropriate to inform:

- Pupils.
- Parents / carers.
- Staff.
- Trustees.
- Local radio stations.
- The local authority.

If the closure takes place during the school day, arrange transport for pupils as necessary.

If the closure takes place outside school hours, at least one member of staff should be present at the School entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.

If the School is likely to be closed for a significant period of time, consider the actions below.

Ensure pupils, parents / carers, TEMT, Trustees and the media are regularly informed of developments.

Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the School remains closed for an extended period of time.

Ensure the security of the School premises.

Put in place arrangements for remote learning wherever possible

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ICT Disaster Recovery Plan

Issued by:

Version:

Date:

Copy
Number:

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The following steps will be undertaken once a disaster is identified, confirmed & this plan is activated:

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Plan Revision History

It is important that this Disaster Recovery Plan accurately reflects the current situation and business requirements at the School. Updates must be provided to the Trust. The following table describes the history of this document.

Version	Date Issued	Reason for Update

1. About the Disaster Recovery Plan

1.1. Purpose and Scope of the Plan

This plan has been designed and written to be used in the event of a disaster affecting ICT at a Trust school. The decision to initiate Disaster Recovery procedures will be taken by the ICT Systems Manager after assessing the situation following a disaster or crisis. This plan contains all the information necessary to restore an operational computer service in the event of a serious disruption of computer services at a Trust school.

1.2. Updating This Plan

This plan must be kept up to date. It is the responsibility of the ICT Manager to ensure that procedures are in place to keep this plan up to date. If, whilst using the plan, you find any information which is incorrect, missing or if you have a problem in understanding any part of this plan please inform the ICT Manager so that it may be corrected. Updated versions of the plan are distributed to the authorised recipients, listed in Section 1.3, Distribution List.

1.3. Distribution List

ICT Manager is responsible for distributing this plan. Each plan holder, listed in the table below, receives two copies of this plan. One copy is to be kept at the place of work and the other copy at home or other safe offsite location. These copies have an official copy number.

Name	Copy Number

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2. Plan Objectives

2.1. A disaster is defined as an incident which results in the loss of computer processing or data at the Trust school site.

A disaster can result from a number of accidental, malicious or environmental events such as fire, flood, terrorist attack, human error, software or hardware failures.

The primary objective of this Disaster Recovery Plan is to reinstate ICT facilities in the Trust school premises within the minimum possible period and to minimise the disruption to staff & pupils.

3. Infrastructure

3.1. Failure of switches will lead to failure of ICT operations on the network points directly connected to the failing switch. HP next day warranty will be activated by the network support team. A spare switch will be swapped in to provide a temporary solution until the main switch is either repaired or replaced.

4. Servers

4.1. In the event of server hardware failure, services will be picked-up by the other server.

Replaced parts will be ordered to repair the Server or software services will be restarted or installed on the second server until the failing server has been repaired. Low priority services may need to be suspended for the duration of the incident.

In the event of complete failure of the server chassis, services will be redirected until the warranty repair has been accomplished or a replacement has been purchased and installed.

In the event of a catastrophic viral infection, the server will be rebuilt using installation media. Once this has been completed, data restoration can begin using internet back up.

Should all data on the Server Attached Network (SAN) be lost, the SAN would be reconfigured (or replaced if necessary), and the virtual disks would need to be recreated. Once this has been completed, data restoration can begin using the internet backup systems

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5. Data Loss

5.1. User Data Loss

User data is defined as data held on the central server systems that is related specifically to user's activity and includes staff and student home directories, databases, application data (including administration data), etc.

If any data is stored locally it will be retrieved from the internal backups. User data is now all stored in the cloud and therefore data retrieval will take place there.

5.2. System Data Loss

System Data is defined as data held on the central server system that is related to the operating of the network and back end solution. This data is backed up in the internal network SAN.

Should the Data need to be restored, the current backup solution will be used to restore from the Internal Back Up System.

Should there be a catastrophic crash that takes out the server farm (i.e. if the central server chassis and the SANs are destroyed), Hardware will be replaced immediately and the network will be rebuilt using the internal backups.

6. Power Interruptions

6.1. The Servers are protected from Power interruptions by the UPS. This ensures that the servers can continue to operate for enough time to ensure equipment is powered down in a safe and secure manner. The servers should be manually turned on to ensure they are started in the correct order, and when we believe the power issues have been rectified.

One thing to note is that the air conditioning provided in the server and hub rooms needs to be turned on manually by site staff when power is restored. There could potentially be an issue with overloading of heat in the servers and switches if the air con units are not turned on within one hour of the restoration of services. The UPS will keep the system running for up to 30 minutes (depending on load allocated).

7. Telephony

7.1. The Telephone system is supplied by Midland Telecom. In the event of a disaster that results in the loss of the telephone system, Midland Telecom will be contacted immediately to ensure disruption to service is minimised. There is a safeguard in place against loss of power as the telephones run through switches that are connected to a UPS which will continue running for a short amount of time after loss of power.

Emergency line – In this School there is a mobile phone that is kept in…………..that will double up as the emergency line should the system power down completely.

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8. CCTV

8.1. In this School the CCTV System is supplied & maintained by .... This is run from their own separate server located in the server room. The server is not part of the internal tape backup.

9. Standard Action Plan

9.1. The following steps will be undertaken once a disaster is identified, confirmed and this plan is activated:

- Evaluate the damage

- Identify the applications involved

- Obtain the appropriate backups

- Restart the appropriate applications

- Inform users of any temporary procedures

- Order replacement equipment to replace the damaged computers.

- Install replacement equipment and check the applications

- Inform users of normal operations

9.2. In the event the disaster is identified as a cyber security related disaster (i.e., hacking, ransomware, etc) the SEMT will follow the action plan/flowcharts in one of the following Cyber Security Playbooks:

- Denial of Service Playbook
- Malware Playbook
- Phishing Playbook
- Data Loss Playbook
- Ransomware Playbook

10. The Command Centre

This section describes the Command Centre, from where the Disaster Recovery operations will be directed.

10.1. Primary Command Centre

If the school premises are intact following the disaster the command centre will be located in the ………………….

10.2. Alternative Off-Site Command Centre

If an alternative off-site command centre is necessary, the command centre will be located at ……………….

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11. The Data Storage Location(s)

11.1. This section describes the location(s) of the vault facilities where secure copies of data backups and other vital information are stored.

Storage Location 1

Location and address:	ICT Server Room
Contact person:	IT Manager
Contact phone number:	
Type of vault/safe:	
Maximum capacity:	
Content:	

Storage Location 2

Location and address:	
Contact person:	
Contact phone number:	
Type of vault/safe:	
Maximum capacity:	
Content:	

12. Passwords

12.1. Passwords are held by………….

13. Critical System Requirements & Applications

This section describes the system requirements for the school's critical business applications. It is divided into three sections:

- Class 1 systems (must-have).
- Class 2 systems (important).
- Class 3 Systems (Required for Teaching), with the timescales for these systems to support the School.

Refer to **Section 12.4**, User Groups and Application Support, for the names of the application owner.

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13.1 Class 1 Systems

Timescale	Application	System Requirements (Hardware, Software, Communications, Data, Documentation)	Number of Users
Immediate	ScholarPack	A computer and a secure internet connection	
Same day	Access	A computer and a secure internet connection	
Immediate	Cpoms	A computer and a secure internet connection	
2 hours	Office 365 platform, email Sharepoint	A computer and a secure internet connection	

13.2 Class 2 Systems

Timescale	System Requirements (Hardware, Software, Communications, Data, Documentation)	Application	Number of Users
Not critical on time	Insight	A computer and a secure internet connection	

13.3 Class 3 Systems

All Subject Specific Software needed to enable teaching to take place. It also includes teaching aid software such as Smart software for the Interactive Whiteboards.

Timescale	Application	System Requirements (Hardware, Software)	Number of Users
		Communications, Data, Documentation)	
Depends on disaster, power, fire, classroom availability etc.	Curriculum software, Twinkl, Purplemash, SharePoint resources etc.	A computer and a secure internet connection	Teachers and TA's

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14. Directories

This section of the plan contains a series of directories.

These directories contain the type of information, which is most likely to change such as names, addresses, telephone numbers etc. The primary copy of these contact lists is maintained under the School Critical Incidents and Business Continuity Policy - it is important to keep these Disaster Recovery directories up to date and consistent with the School's primary lists.

14.1 Emergency Services

Service	Phone	Address
Police	999	
Fire	999	
Gas	0800 111999	
Gas Escapes (24 hours)	0800 111999	
Electricity	0800 6783105	
Electricity Supply Enquiries (24 hours)	0800 6783105	
Water	0800 3891011	
Burst Pipes/ Emergencies (24 hour)	0121 503 8110	

14.2 Key School Contacts

Name	Work Phone	Home Phone	Other contact info

14.3 First Aiders

For First Aid during office hours, contact the following……………………

If a first aider is not immediately available, contact the Emergency ambulance service by dialling 999.

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14.4 User Groups and Application Support

System/Application	Contact	Phone
Telephone Lines	Midland Telecom	t: 0121 214 1111/ 0344 257 8222 m: 07747 271991
Cashless Catering & Biometric	ParentPay	024 7699 4820
Telephony	Midland Telecom	t: 0121 214 1111/ 0344 257 8222 m: 07747 271991
Scholarpack	Scholarpack	01522 716049
Finance	Chris Finnerty (drb Ignite Trust)	07584 457801

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14.5 Vendor and Supplier Contacts

This section lists all the key vendors and suppliers who need to be contacted following a disaster.

Requirement	Contact/ Company	Phone (working hours)	Phone outside working hours	Contract no. (if any)
Field Service				
Hardware				
Data communications				
Voice communications				
Wide Area Network Equipment				
Software				
Magnetic Media				
Fire Protection/ Detection				

15. Inventories

Please obtain asset register from the Trusts Parago Asset Management System.

16. Related Documentation

This document relates to the Trust Critical Incidents and Business Continuity Policy which comprises:

- Trust Policy on managing critical incidents and business continuity.
- Template for School Assessment of Critical Activities; for completion and approval locally, and review by the Trust Finance Director, this will inform the local Emergency Management Instructions (**Annex '1'**).
- Template for School Emergency Contacts, for completion, approval, and regular review locally for each School (**Annex '2'**).
- Template for School Emergency Management Instructions, for completion and approval locally for each School (**Annex '3'**).
- Template for School ICT Disaster Recovery Plan, for completion and approval locally for each School (**Annex '4'**).
- Guidance and Sample Action Notes, for consideration locally within staff training or for guidance in the event of an incident (**Annex '5'**).

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- Guidance for staff receiving Bomb Threats or Suspicious Packages, to be available in key locations (e.g. Reception, Post Room etc) in the School and highlighted to relevant staff (**Annex '6'**).
- Guidance on Communications, for consideration and use locally in the event of an incident or emergency (**Annex '7'**).
- Trust Impact Assessments (Pandemic related).

Related policy advice is also contained in the Trust's:

- Trust First Aid and Medical Treatment Policy.
- Trust Health and Safety (inc H&S Risk Assessment Policy).
- Trust Finance Policy - for guidance on Asset Register.

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ANNEX '5'

GUIDANCE AND SAMPLE ACTION NOTES

The following guidance is provided for all Trust school staff to adopt and adapt as relevant for their school. It may be used for staff briefing and training sessions, or as the basis for discussions on safety and incident management.

The information may be used by staff in the event of an incident in order to provide assurance where required.

The information is provided in a range of formats for ease of use.

Incident Management Guidance

Guiding Principles

It is impossible to anticipate the nature of every critical incident. However, many guiding principles ought to be considered by those staff who are involved, particularly where the incident has resulted in injury or death to members of the Trust school family or those connected to it:

- Establish the Senior Emergency Management Team immediately it becomes clear an incident has occurred.
- Contact the Trust TEMT.
- Continually brief relevant persons.
- Always verify the facts as soon as possible.
- Do not overreact, especially with the media.
- Always be seen to be positive and caring.
- Communicate on a need-to-know basis.
- Delegate to colleagues, do not be a martyr.
- Try and have a witness to conversations.
- Be very flexible.
- Be compassionate and sensitive.

IMMEDIATE ACTION – When a crisis occurs:

1. Obtain accurate information relating to the incident and relay this to the Headteacher (or senior member of staff in their absence).
2. Establish the Senior Incident Management Team in line with Trust/school procedures and ensure all members have a clear understanding of their responsibilities during this incident.
3. The Headteacher should contact the parent/ carer of the child caught in the tragedy and ask them to come into the School for a full briefing if this is appropriate. (This may not be appropriate if the parent/ carer needs to go to a hospital if the child has been seriously injured.). Parents/ carers need to be informed of all available facts as early as possible.
4. The Trust and appropriate officers in the Local Authority will be contacted and notified of the incident so that appropriate assistance can be given.
5. Staff will be informed as early as possible.

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6. Ensure any incoming calls by other parents or agencies are answered. A record of who has phoned should be kept so the school knows who else needs to be contacted.

7. All other parents/carers should be informed that a significant accident has occurred and the result of this may be that their child will be upset. Any parent who is distressed will be offered support and telephone numbers given of agencies which can help.

8. A telephone call may be made to inform neighbouring schools that an incident of significance has occurred.

9. The School will contact the Trust press officer for advice regarding dealing with the media. All guidance will be adhered to. No member of staff or Trustee will talk to the media unless previously arranged. Additionally, all parents/ carers and children will be asked not to talk to the media in the best interests of the children, staff, school and Trust as a whole. It is expected that the Trust press officer will deal with any request for television, radio, or newspaper interviews. All enquiries will be directed to and through the press officer who will (if required) arrange to have a briefing session with the press.

10. Pupils will be informed of what has happened in a factual but sensitive way so to avoid any misunderstanding. It is preferable to do this as classes so that children can ask any questions they may have. Facts only will be shared, and staff will not share any personal comments or speculations. They will be told as close to the time that parents/ carers are informed.

11. School routines will continue (as far as possible). This is to ensure the children feel secure and know there is stability in school.

12. If the incident has resulted in a death, a member of the school team will enquire as to the burial customs of the family (some religions hold their funeral services within 24 hours of death). This will include whether sending flowers, for instance, is appropriate.

SHORT TERM ACTION

Once it is confirmed that the Trust school is facing a major crisis the following will be followed:

1. Ensure children receive any medical or first aid support they require and that they are physically safe from any further harm.

2. Ensure children are re-united with their families as soon as practicable. If necessary, organise for families to be taken to their children.

3. Ensure all staff, teaching and non- teaching, have an opportunity to express their emotional reactions to the crisis.

4. Make contacts with other professionals and organised support for any member of staff or child who requires professional help. The Trust and headteacher have responsibility for ensuring that the right professional support is in place for the children. If appropriate, set up a regular support group, counselling sessions and someone who will monitor and access the children's and/ or staff's needs and their well-being.

5. Organise for appropriate agencies or the local clergy to come into the Trust school to talk to all the children in assemblies if this is required and will be helpful.

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6. After a few days or when deemed appropriate, organise for a designated person in the Trust school to be available to listen to any of the children's reflections, thoughts, and feelings on the prior events. If a child feels more comfortable talking to another member of staff, this will be acknowledged and organised.

7. If a child or a group of children have been personally affected by the incident, all other children need to be given time to make cards and send messages as appropriate.

8. Staff need to be aware that children may show a reaction in their play and learning and that this can be a normal reaction to significant events. Staff need to make observation notes and keep careful records of any behaviour that is unusual for the child. These should be shared with the parent and the Headteacher must be informed. Appropriate support will be put in place if this is required.

9. Organise a debriefing session for children and staff by an experienced person from outside the school. This is to ensure:
   - there is clarification about what has happened.
   - there is an opportunity for everyone to share and talk about their reaction to what has happened.
   - give reassurance.
   - mobilise resources.

10. The headteacher must contact the families of those who have been hurt or bereaved and express sympathy and give support.

MEDIUM TERM ACTION

Careful and sensitive planning is required to ensure pupils, staff and the whole school community recover as quickly as possible and that stability is recreated.

At all Trusts Schools attention will be paid to:

1. Making sensitive arrangements for the return to school which may include:
   - the possibility of part time or flexible attendance.
   - preparing re-entry into the class.
   - ensuring the curriculum is well thought through.
   - planning a catch-up package.
   - organising visits by the class teacher and friends to give confidence and a clear message of a support network at school.
   - setting up 'sanctuary' arrangements for any pupil if they feel upset or become overwhelmed by the recent events.

2. Arranging alternative teaching if necessary (the pupil may have difficulties concentrating or writing and this will need to be considered by staff).

3. Arranging support for affected staff. Staff may need to have their own needs met and the headteacher will contact any appropriate outside consultants or agencies to assist with this. Advice will always be sought from Trust, Health or Local Authority personnel.

4. Liaising with parents which will include the sending of bulletins. These may include what help has been put in place, a list of people who can offer further support and who to contact if parents have any further concerns about their child.

5. Deciding about attendance at funerals.

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6. A special assembly or memorial service will be planned to allow the whole school community to acknowledge the events and to ensure there is a moving on from these.

7. Ensuring staff and parents/ carers are aware of how they will be kept up to date with their child's progress in school. The headteacher will contact any parent/carer personally and establish a plan of communication.

LONGER TERM ACTION

The Trust recognises that the effect of any crisis can last for many years. The following will be considered:

1. Introduce strategies to continue monitoring the most vulnerable pupils and staff. All new members of staff will be informed of the events that took place and additionally, have access to any monitoring notes made. New staff will additionally know how to obtain further help if this is necessary.

2. Consult and decide on whether and how to mark the anniversary of the event.

3. Plan how to deal with any legal processes, enquiries and even news stories that may bring back distressing memories and cause temporary upset within the Trust and school.

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Sample Action Cards

Action Card: Co-ordination

Ref:	Co-ordination - initial response	Tick/sign/time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: • Liaise with the educational visit leader on a regular basis • Consider sending extra staff to support the educational visit leader • Discuss with the educational visit leader the arrangements for notifying parents / carers • Consider how parents / carers and pupils will be reunited.	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team roles: • Business continuity • Communications • Log-keeping • Media management ☐ Resources ☐ Welfare.	
C4	Remember to: Allocate tasks amongst the team • Ensure that staff are clear about their designated responsibilities • Establish the location and frequency of team / staff briefings • Ask staff to maintain a log of actions made and decisions taken • Assign a log-keeper to provide administrative / secretarial support.	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff, and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform Trustees as appropriate.	

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C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is serious (such as a fatality) liaise with the Police about informing next of kin.	
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the team. Work closely with the team to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: • Staff. • Pupils. • Parents/carers. • Trustees. • Extended services.	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the team and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for School staff involved in the response.	
C25	Represent the School at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the Trust and School's emergency plan.	

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| **C27** | Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident. | |

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Business Continuity

Ref	Business continuity - initial response	Tick/sign/ time
BC1	Assess the nature of the incident in terms of: • Loss of utility supply. • Loss of supplier. • Loss of premises. • Loss of personnel. • Loss of telecommunications.	
BC2	Establish what effect the emergency will have on the operation of the School. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the School premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records, and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the School open and try to maintain normal School routines wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the Trust, local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the School routine.	
BC9	In the event of a public health incident (e.g. pandemic, influenza), consider ordering infection control supplies and increasing the cleaning regime.	
BC10	Work with staff and other organisations to restore the usual School routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored, or replaced.	

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Communications

Please refer to Appendix '6' for more information on communication arrangements.

Ref	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	
CO5	Ensure regular information is provided to: • Pupils • Parents / carers • The Trust and Trustees • Extended services.	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the School answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: • What has happened • How their child was involved • The actions taken to support those involved • Who to contact if they have any concerns or queries?	
CO10	In the event of a major emergency, seek support from the Trust and local authority, they may be able to establish a helpline for enquiries from the public.	
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	

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CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

Log-keeping

Ref	Log-Keeping – initial response	Tick / sign / time
LK1	Attend incident team briefings. Keep a log of important information, actions taken, and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	
LK3	Provide administrative / secretarial support to the incident team.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Collate all incident logs, making copies if necessary.	
LK6	Record details of any expenditure incurred by the School.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

Media Management

Ref	Media Management – initial response	Tick / sign / time
M1	Seek support from the Trust and other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the School site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the School, so they do not prevent or intimidate people entering and leaving the site.	

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M4	Develop a brief media statement with the support of the Trust (designed to provide reassurance) on behalf of the School. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Agree with the Trust for an appropriate member of Trust/school staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may also be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	
M7	Work with the Trust to devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the incident team, emergency services and other organisations as appropriate.	
M9	Work with the Trust to provide regular statements to the media. Ensure each message conveys an accurate, consistent, and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through social media/mobile phones etc).	
M12	Work with the Trust to keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

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Resources

Ref	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: • Advise staff and Trustees that they might have to prove their identity before the emergency services will grant them access. • Provide authorised visitors with identification badges and ensure they sign-in and sign-out. Ensure that media access to the site is controlled.	
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: ☐ Incident team briefing room ☐ Briefing area for parents /carers ☐ Media briefing room.	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	
R10	Work with the Trust to liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	

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| R11 | Work with the Trust to arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase. | |
| R12 | Work with the Trust to procure temporary classrooms if appropriate. | |

Welfare

Ref	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors, and responders.	
W2	Identify pupils who may require additional support: • Those with Special Educational Needs (SEN) • Those with medical needs • Those with Personal Emergency Evacuation Plans (PEEPs) Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).	
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups, as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils...	
W6	Where possible, every child should be spoken to, and asked if they are alright, before they leave the school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

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Action Card - Educational Visit Leader

Ref	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: • Contact details • Consent forms (including medical and next-of-kin details) • Maps • Tickets • Insurance policies • Proof of identity - Passports (if abroad).	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	

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E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: • Records of expenditure. • Medical certificates / hospital admission forms. • Police incident number.	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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Ref	Educational visit leader - Welfare Arrangements	Tick / sign / time
E25	Please refer to **Appendix '1'** for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

Action Card - Welfare & Post Incident Support

Ref	Post incident support – assistance for pupils and parents /carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	

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P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for assessments etc).	
P9	Send a letter to parents / carers with information on: ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support?	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave the school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the receiving school.	
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: ▪ Teacher Support Network. ▪ Samaritans. ▪ Cruse Bereavement Care.	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings, and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	

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P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref	Post incident support – returning after a period of abscence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to the School after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. e.g: ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day.	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: ▪ Missed work ▪ Rescheduling projects ▪ Tests.	

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Ref	Post incident support – funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school and the Trust ▪ If staff and pupils can be allowed time off to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations.	
Ref	Post incident support – remembrance	Tick / sign / time
P29	Taking into account the wishes of the family, consider providing a suitable memorial at the school: ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children).	

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P30	Be aware of important dates which may need to be prepared for. E.g.: ▪ Birthdays ▪ Christmas ▪ Mother's Day ▪ Father's Day ▪ Anniversary of the event.	
P31	Discuss with Trustees, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event.	
P32	Be aware of renewed media interest near anniversaries of the event.	

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ANNEX '6'

BOMB THREATS AND SUSPICIOUS PACKAGES

Bomb Threats

If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.

Time of call: Telephone number you were contacted on:

………………………………………………………………………………   …………………………………………………………………………………………………

Exact wording of the threat:

………

………

+ Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.

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Where is the bomb right now?

What will cause it to explode?

………………………………………………………

………………………………………………………

When will it explode?

Did you place the bomb? If so, why?

………………………………………………………

………………………………………………………

What does it look like?

What is your name?

………………………………………………………

………………………………………………………

What kind of bomb is it?

What is your telephone number?

………………………………………………………

…………………………………………………………………

………………………………………………………

What is your address?

……

• **Try dialling 1471. You may get information on where the phone call was made from.**

Did dialling 1471 work?

Time the call ended:

………………………………………………………………

………………………………………………………………………………

• **Contact the Police (999) headteacher and Trust team immediately.**

• **Carry out further actions based on Police advice.**

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What gender was the caller?

❑ Male
❑ Female

Approximately how old was the caller?

Did the caller have an accent?

………………………………………………………………………………   ………………………………………………………………………………

Did the caller use a codeword?

Did the caller sound familiar?

………………………………………………………………………………   ………………………………………………………………………………

What sort of voice did the caller have?

❑ Normal   ☐ Well-spoken   ☐ Impediment
❑ Loud   ☐ Poorly spoken   ☐ Stutter
❑ Quiet ☐ Deep   ☐ Lisp
❑ Whispered   ☐ High pitched   ☐ Slurred
❑ Clear ☐ Hoarse   ☐ Other
❑ Disguised   ☐ Nasal

At what pace did the caller speak?

❑ Normal   ☐ Quick   ☐ Slow

What manner did the caller have?

❑ Normal   ☐ Upset   ☐ Irritated ☐ Calm   ☐ Angry   ☐ Muddled
❑ Excited   ☐ Rational   ☐ Other
❑ Laughing   ☐ Irrational

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Were there any distinguishable background noises?

....

....

Notes:
Suspicious Packages

Postal bombs or biological / chemical packages might display any of the following signs:
- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds, or marzipan
- Discolouration, crystals, or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor handwriting, spelling, or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of the school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

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Ref	Initial response – upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact/ Trust Team immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref	Initial response – if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose, or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

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ANNEX '7'

COMMUNICATIONS

Our Media lead and Spokesperson is at school level …..
Our Deputy Media lead and Spokesperson at School level is Robert Bowater
Our Media lead and Spokesperson is at Trust level Sue Egersdorff
Our Deputy Media lead and Spokesperson at Trust level is Robert Bowater
Please note: Headteacher and CEO may switch roles depending on the severity of the incident i.e. The death of a child on a school trip, they would decide between them who would be better placed to deal with the Media.

The room designated for media briefings and press personnel is ……... Our alternate room is at………..

Please Note: If there is a major incident that closes the school an alternative Trust school is always preferred. As with any incident, it is preferable to keep the press off site.

Templates for holding press and pupil and parent briefings are kept on the schools and Trust web portals to enable access off site. The sample briefing template is located on page 72 of the Critical Incident Management Plan to assist as necessary.

The Trust has agreed the following guidelines in the event of an incident.

General advice/before the Trust's Communications representative arrives:

- No member of staff will talk to journalists alone. Rather, they will be accompanied by a colleague who can note what is said.
- Staff talking to the press will provide nothing more or less than the facts.
- Staff will provide a prepared statement rather than an interview.
- A later time to undertake an interview/issue a further statement will be arranged and this will be honoured.
- Personal information will not be released.
- No blame apportioned.

Other than the headteacher and Trust's Communications representative, the rest of the Senior Emergency Management Team will not be directly involved in media communications

The school has agreed a template media holding statement, which can be used in the initial stages of an incident, until the Trust's Communications representative arrives. This will be followed up with a more detailed statement as soon as possible.

Additionally, a template briefing for staff and parents has been agreed with staff. Both of these will be amended to suit the situation.

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In the event of a major incident the Trust will hold media briefings in cooperation with external agencies involved to keep the media updated. These briefings will be organised by the Trust Emergency Management Team and fronted by the Trust/School spokesperson.

Factual news releases may also be issued to support the process of informing members of the public with a direct interest in the incident.

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Communications Checklist

Designated telephone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls		

All relevant parties should be updated at regular intervals on the incident, even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone:	▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the School site?
School website	▪ Log-in details ▪ Who is authorised / trained to edit the website? ▪ Can it be updated remotely or only from the School site?
Text messaging system:	▪ Log-in details ▪ Who is authorised / trained to use the text messaging system? ▪ Can it be used remotely or only from the School site?
Local radio stations:	☐ Instructions for reporting School closures.
Telephone tree:	
Sign at School entrance:	
Newsletter:	
Email:	
Letter:	
School notice board:	

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Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils:		
Parents / carers:		
Trust Team:		
Trustees		
Extended services:		

Sample Staff and Parent Briefing

You will be aware of the recent incident that has affected our School. We are currently working closely with the Trust to ensure that disruption is kept to the minimum possible. However, as you will appreciate, it will be a while before we are back to normal. For the immediate future we have made the following arrangements, which will come into effect from ………..

As from today we will be using Brindley Place as the School office:

Please note that our new contact numbers are:

You will, no doubt, hear all sorts of information from various sources. Any information not provided by the School or the Trust must be treated with considerable caution. We will provide updated information as frequently as possible both via the board at the entrance to the School and a weekly update letter to every family.

Thank you for your support and understanding in what has been a difficult time for all of us.

Yours sincerely,

The Headteacher

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TRAINING
The Trust is committed to continuous Emergency Incident training and part of this training will include active scenarios.

Monitoring and review:	Executive Director of Governance & Strategy
Links:	Health and Safety Policy Lock Down Procedures
Staff responsible:	CEO Executive Director of Governance & Strategy Director of Estates Director of Operations Director of Privacy & Data Protection
Committee responsible:	Audit and Risk Sub Committee
Date approved by Trust Chair:	Date: October 2020
Reviewed:	**October 2020**
Next review date:	**October 2023**

Please note that should there be any changes/further national guidance issued relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

Change Management

Issue No:	Change date:	Change description:
1.0	Aug'15	Initial release.
2.0	Aug'18	Rebranded, updated and signed off for release.
3.0	Nov'19	Reviewed, no content changes, signed off.
4.0	Oct'20	Full review of Critical Incident Management in response to Covid-19

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