

*St Edmund's Catholic Primary School*

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*St Joseph's Catholic Primary School*

## Business Continuity Plan

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**Reviewed: Spring 2024**

**Review Date: Spring 2025**



## Plan Distribution

Copy No.	Plan Holder	Job Title	Issue Date
1.	<i>Maria Kemble</i>	Executive Head	<i>February 24</i>
2.	<i>Kate Copeman / AnneMarie Price</i>	Head of School	<i>February 24</i>
3.	<i>Christopher Oldroyd</i>	Chair of Governors	<i>February 24</i>
5.	<i>Lyndsey Palmer</i>	Vice Chair of Governors	<i>February 24</i>
6.	<i>Sarah Jane Stebbing</i>	Governor with responsibility for Premises	<i>February 24</i>
7.	<i>Jo Herlihy</i>	Business Manager	<i>February 24</i>
8.	<i>Michelle Squirrell</i>	Office/Finance Manager	<i>February 24</i>
9.		Premises Manager	<i>Insert Date</i>
10.	<i>Liam Bloomfield</i>	Caretaker (St Joseph's)	<i>February 24</i>
11.			
12.			

Under the Data Protection Act, 2018 copies of this plan *containing personal information* must be kept in a secure place and electronic versions must be password protected.

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## Introduction

This plan sets out our schools' business continuity management and emergency response arrangements and helps us be prepared for, and recover from, unexpected disruptions.

This plan set out how we will deal with the more serious incidents that affect our critical activities.

A risk assessment has been undertaken to identify our critical activities and the measures we have put in place to mitigate the effects of disruptions.

The impact of incidents will typically be:

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

This plan will be activated in the event of an incident or an emergency i.e. when an incident occurs that impact on the delivery of our critical activities and when normal responses, procedures and coping strategies are deemed insufficient to deal with the effects.

The procedures and critical activities have been discussed and agreed by the school's Senior Management Team.

## Our Critical Activities

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	24 – 48 Hrs	1 Weeks	2 Weeks	1 month	
Safeguarding Children	(As per Safeguarding Policy)	X						Designated persons (s) and/or other specialist support as required.
Access to ICT	Hardware Software System Restore Back up data		X					System back up procedures to be followed ICT supplier to be utilised
Catering	Immediate need is to get food (local supermarket)		X					Mobile catering may be considered
Administration and Communications	Communications Data management		X					Manual systems to be adopted x ref appendix 11
Access to a building	Premises identified in which to deliver education Premises available for occupancy			X	X			Contact LA for list of other establishments that could be temporarily used
Cleaning & security of building	Staff	X						
Deliver timetable of Education	Communications (internal and external) Online learning where required	X		X				Website updated

File at the Main Office containing a copy of this plan, asbestos and COSHH registers, contact details and medical information – the information will also be kept electronically – scanned and stored on sharepoint if not available on SIMS

## Incident Management Structure

This section of the plan includes generic roles and responsibilities for staff during the initial response to an emergency, during the ongoing response and in the recovery phase.

Unless the incident is minor, it will be impossible for the Head Teacher (or their deputy) to implement all the actions required on behalf of the school.

A Senior Emergency Management Team (SEMT) has been established to assist the Head Teacher in managing the response.

Action Cards for each role are in Appendix 3.

### Level One (Strategic) - The Senior Emergency Management Team

Senior Emergency Management Team (SEMT)		
Name	Position	Role in an Incident
<i>Maria Kemble</i>	Executive Headteacher	Overall lead & media contact
<i>Kate Copeman/AnneMarie Price</i>	Heads of School/Learning	Teaching staff contact & media (2 <sup>nd</sup> in charge) Safeguarding
<i>Christopher Oldroyd</i>	Chair of Governors	Governor lead support
<i>Jo Herlihy</i>	Business Manager Manager	Premises/ICT/Finance/Admin lead
<i>Angela Mulligan</i>	Assistant Head	Support Staff contact

The SEMT is responsible for:

- Long term strategy
- Funding issues
- Providing adequate resources
- Press and media liaison
- Communicating with relevant bodies
- Liaising with Co-ordinating group (below)

## Level Two (Tactical) – The Co-ordinating Group

Where necessary, the SEMT (above) will create a Coordinating Group including the following:

Co-ordinating Group	
Name	Position
<i>Kate Copeman</i>	Representative from the SLT
<i>AnneMarie Price</i>	Representative from the SLT
<i>Angela Mulligan</i>	Assistant Head
<i>Maria Kemble</i>	Communications lead
<i>Emma Jane Moore / Liam Bloomfield</i>	Premises and Estates Support
<i>Michelle Squirrell</i>	Finance Officer
<i>Michelle Squirrell/Liza Patrick</i>	Admin and Data lead ( Office manager)
<i>Jo Herlihy</i>	Incident Recorder
<i>Cate Bullen</i>	Intervention and Inclusion Co-Ordinator

The Co-ordinating Group is responsible for:

- General management and coordination
- Liaison with Emergency Services, Children's Services
- Endorsing the approach of the operational group (below)
- Keeping a detailed log of the incident
- Presenting options to the SEMT

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

## Level Three (Operational) – The Operational Group

The operational group - those 'on the ground' will:

- Assist with recovery of the school
- Communicate to and from Incident Management and Co-ordinating groups

The Operational Group might include teachers, teaching assistants, emergency services staff (if relevant) and estates staff and will be set up as necessary depending on staffing available and incident in question.

Operational Group	
Name	Position
<i>Insert Name</i>	SEN admin
<i>Insert Name</i>	Teacher
<i>Insert Name</i>	Teacher
<i>Insert Name</i>	Finance Officer
<i>Insert Name</i>	LSA
<i>Insert Name</i>	LSA



# Appendix 1 – Notification of Incident & Initial Action

## A1.1 Notification of Incident

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 local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.**
- + **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 you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

Date, time and format of contact:

Contact details of informant:

Date and 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?

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

- |  |  |
|--|--|
| <input type="checkbox"/> Head Teacher      | <input type="checkbox"/> Police                        |
| <input type="checkbox"/> School staff      | <input type="checkbox"/> Fire & Rescue Service         |
| <input type="checkbox"/> Governors         | <input type="checkbox"/> Ambulance Service             |
| <input type="checkbox"/> Pupils            | <input type="checkbox"/> Local authority               |
| <input type="checkbox"/> Parents / carers  | <input type="checkbox"/> Health and Safety Executive   |
| <input type="checkbox"/> Extended services | <input type="checkbox"/> Foreign & Commonwealth Office |
|  | <input type="checkbox"/> Media                         |
|  | <input type="checkbox"/> Insurance company             |
|  | <input type="checkbox"/> Trade union                   |

Does anyone else need to be informed?

.....

.....

.....

Are any other actions required?

.....

.....

.....

**+ 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:

Number of pupils on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

.....

.....

.....

If the incident happened abroad, does the Foreign & Commonwealth Office need to be notified?

.....

.....

.....

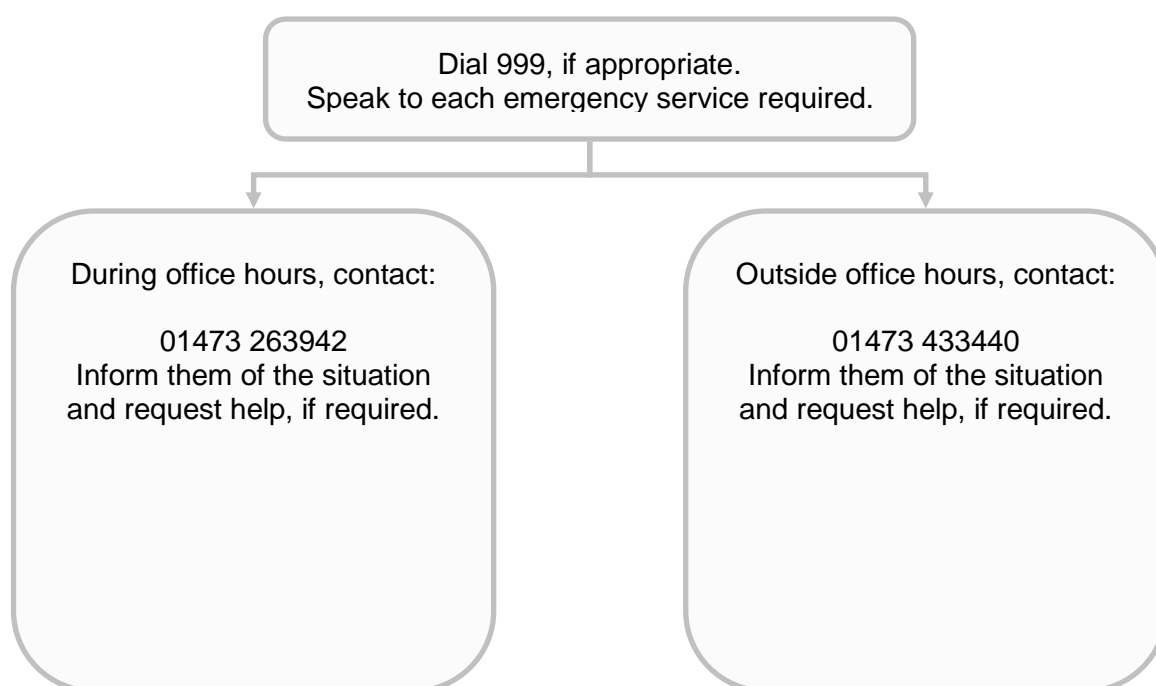
## A1.2 Initial action

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Immediately inform the Head Teacher 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.



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. Assemble 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.**

## Appendix 2 – Contact Details

A2.1

School details – St Edmund's	
Name of school	<i>St Edmund's Catholic Primary School</i>
Type of school	<i>Primary School</i>
School address	<i>Westgate St, Bury St Edmunds, IP33 1QG</i>
School operating hours (including extended services)	<i>8:00am – 6:00pm</i>
Approximate number of staff	<i>80</i>
Approximate number of pupils	<i>479</i>
Age range of pupils	<i>3-11</i>
Office telephone number	<i>01281 755141 (752700 – pre school)</i>
Office email address	<a href="mailto:office@st-edmunds.suffolk.sch.uk">office@st-edmunds.suffolk.sch.uk</a>

School details – St Joseph's	
Name of school	<i>St Joseph's Catholic Primary School</i>
Type of school	<i>Primary School</i>
School address	<i>Beaconsfield Road, Sudbury, CO10 1JP</i>
School operating hours (including extended services)	<i>8:00am – 4:30pm</i>

Approximate number of staff	28
Approximate number of pupils	163
Age range of pupils	4-11
Office telephone number	01787 373365
Office email address	<a href="mailto:admin@st-josephs.suffolk.sch.uk">admin@st-josephs.suffolk.sch.uk</a>

Useful websites	
School website	<a href="https://www.st-edmunds.suffolk.sch.uk/">https://www.st-edmunds.suffolk.sch.uk/</a>
Local authority	<a href="https://www.suffolk.gov.uk/">https://www.suffolk.gov.uk/</a>
Department for Education	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
Foreign & Commonwealth Office	<a href="http://www.fco.gov.uk">www.fco.gov.uk</a>
Environment Agency	<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Education Support	<a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a>

## A2.2 Contact Details - Extended Services & Lettings

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Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Premier Sport	Before school clubs Afterschool clubs	3.30 – 4.30pm	David Butler 07833446039		
Sporting 87	Before school clubs Afterschool clubs	8.00 – 8.40am 3.30 – 4.30pm	Darren Brown 07772 781404 01284 725490		
Fr Sean Fr Mark	Neighbouring church		01284 754358		

## A2.3 Governors' Contact Details

*Insert All Trustee/Governors Contact Details (Non Staff)*

Name	Address	Email	Telephone Numbers
Ian Cameron		ICameron@st-edmunds.suffolk.sch.uk	
Christoper Oldroyd		COldroyd@st-edmunds.suffolk.sch.uk	
Amanda Takavarasha		ATakavarasha@st-edmunds.suffolk.sch.uk	
Lindsey Palmer		LPalmer@st-edmunds.suffolk.sch.uk	
Jill Griffiths		JGriffiths@st-edmunds.suffolk.sch.uk	
Claire Surina		CSurina@st-edmunds.suffolk.sch.uk	
Jeffrey Micklewright		JMicklewright@st-edmunds.suffolk.sch.uk	
Mary Burke-Harding		MBurkeharding@st-edmunds.suffolk.sch.uk	
Sarah Jane Stebbing		SStebbing@st-edmunds.suffolk.sch.uk	
Isabel de Minville Devaux		Ideminvilledevaux@st-edmunds.suffolk.sch.uk	
Charlotte Pawsey		cpawsey@st-edmunds.suffolk.sch.uk	
Governors may also be contacted via Governor Hub			



## **A2.4 Key Support Telephone Numbers**

**Local Authority –**

**Media/Communications** 01473 264389  
[communications.team@suffolk.gov.uk](mailto:communications.team@suffolk.gov.uk)

**Property –** 01284 758760

**Transport**

**Educational Visits -**

**Health & Safety and Occupational Health**

**Risk/Insurance –** 01473 264038 – [insurance@schoolschoice.org](mailto:insurance@schoolschoice.org)

**Property Claims Department**

**Policy number:**

**Broker:**

**Legal Advisors** 01473 264242  
[Legal@suffolk.gov.uk](mailto:Legal@suffolk.gov.uk)

**Human Resources –** 0345 6066 046 (option 1)

**Finance Support –** 0345 6037 684

**Educational Psychology -**

**ICT –** 01473 265555

**Diocesan Contacts**

Diocesan Schools Service Commission

Director – Andy Stone (01508) 495509

Assistant Director – Helen Bates 07712-863050

## A2.5 Contact Details - Local Radio Stations

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
Radio Suffolk		0800 121 2121 Text 81333 (start message with SFK)		95.5 104.6
Heart (Suffolk)		<b>Studio:</b> 0345 481 0077	To contact the presenter in the studio, text 82122, start your message with the word EAST	97.1 96.4

## A2.6 Contact Details - Other Organisations

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288 Coronavirus: 0800 046 8687		
Foreign & Commonwealth Office		Consular assistance: 020 7008 5000		If abroad, please ring: +44 20 7008 5000
Environment Agency		Floodline: 0345 988 1188		
Met Office		Customer centre: 0370 900 0100		

Health and Safety Executive		<p>Infoline:</p> <p>Incident contact centre: 0345 300 9923</p> <p>Duty officer: 0151 922 9235</p> <p>Duty press officer: 0151 922 1221</p>		<p>The type of circumstances where HSE may need to respond out of hours are:</p> <p>following a work-related death following a serious incident where there have been multiple casualties following an incident which has caused major disruption such as evacuation of people, closure of roads, large numbers of people going to hospital etc</p>
Trade union	<p>GMB</p> <p>NASUWT</p> <p>NEU</p> <p>Unison?</p>	<p>NASUWT Eastern Region is: 01284 772300. Regional Organiser: Keith Anderson</p> <p>NEU Eastern Region: 01638 555300</p>	NASUWT head office: 0121 4536150	
Supplier (catering)	Thomas Ridley Hopwells Marksman Produce			
Utility supplier (gas)	Gazprom	0800 111 999		MRN number
Utility supplier (water)	Anglia Water	03457145145		<a href="https://www.wave-utilities.co.uk/mywholesaler">https://www.wave-utilities.co.uk/mywholesaler</a>
Utility supplier (sewerage)	Anglia Water	03457145145		<a href="https://www.wave-utilities.co.uk/mywholesaler">https://www.wave-utilities.co.uk/mywholesaler</a>

Utility supplier (electricity)	EDF Energy	0800 3163105 105 (emergency)	UK Powernetworks	www.ukpowernetworks.co.uk w <a href="http://www.powercut105.com">www.powercut105.com</a> to get through to network operator
Utility supplier (heating)				
Education Support		<a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a>	08000 562561 helpline	Education Support can provide practical and emotional support to staff in the education sector and their families.
VERTAS	Lauren Irvine (Property Advisor)	07720 212544 <a href="mailto:Lauren.irvine@vertas.co.uk">Lauren.irvine@vertas.co.uk</a> Reactive help desk: 01284 758680 Emergency out of hours: 07880 555668		Premise Code A0420 Premise code for St Joseph's is A0509
IT Support	Computertalk	020 8595 7744 -> Option 1 <a href="mailto:support@computertalk.co.uk">support@computertalk.co.uk</a>		Steve O'Hagan Projects and Contracts Manager Mobile 07976437122 Phone: 02085957744

## A2.7 Contact Details – Key Trades

Name	Contact details	Notes
BSAS	Paul Hawkins 07484 081216 080 2987173 <a href="mailto:paul.hawkins@bsas.co.uk">paul.hawkins@bsas.co.uk</a>	
Energy Supplier	See above	
Boilers	AC Webb 01359 232143	
Builders	J.C.E George 01284 753631 HG Frost 01284 728801 Seamans 01359 230430	
Commercial Flooring	Glasswells 01284 770910/752804	
Electricians	Bloomfield Electrical 07885329178 AC Webb 01359 232143	
Glazing	Abbey Glass 01284 705500 Moreton Hall Glass 01284 725518	
Alarms	AC Webb 01359 232143	
Fire Extinguishers	Brittania Fire 01508 481112	
Locksmith	Keyways 01284 706999	
Pest control	The Suffolk pest Control Company 01284 799398	
Removal / storage	Glaswells Commercial storage and warehouseing 01284 748762	
Roofing	Cambridge Flat Roofing Co. Ltd 01353 664100 / 663337	
Waste / Skip	Collins 01284 705007 Culford 01284 728950	
Windows	Frames Conservatories Direct 01284 335650	
Sanitary	PHS Group 02920 851000	

Refrigeration/kitchen equipment	BI Catering Equipment Services 01487 710720	
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## Appendix 3 – Action Cards

### A3.1 Action Card - Co-ordination

Ref	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and pupils will be reunited.</li> </ul>	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> <li>▪ Business continuity</li> <li>▪ Communications</li> <li>▪ Log-keeping</li> <li>▪ Media management</li> <li>▪ Resources</li> <li>▪ Welfare.</li> </ul>	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> <li>▪ Allocate tasks amongst the SEMT</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of SEMT / staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
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 governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref	Co-ordination - ongoing response	Tick / sign / time
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 SEMT. Work closely with the SEMT 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: <ul style="list-style-type: none"> <li>▪ Staff / pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
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.	

Ref	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT 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 school emergency plan.	
C27	Consider contacting the Head Teachers of nearby schools to inform them of any important issues relating to the incident.	



## A3.2 Action Card - Business Continuity

Please refer to appendix 5 for more information on business continuity arrangements.

Ref	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> <li>▪ Loss of utility supply</li> <li>▪ Loss of supplier</li> <li>▪ Loss of premises</li> <li>▪ Loss of personnel</li> <li>▪ Loss of telecommunications.</li> </ul>	
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.	

Ref	Business continuity - ongoing response	Tick / sign / time
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 (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the 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.	

Ref	Business continuity - recovery	Tick / sign / time
BC10	Work with school 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.	

### A3.3 Action Card - Communications

Please refer to appendix 11 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).	

Ref	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
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: <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

## A3.4 Action Card - Log-keeping

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Please refer to appendix 17 for more information on log-keeping.

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref'	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
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).	

## A3.5 Action Card - Media Management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from 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.	
M4	Develop a brief media statement (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	Arrange for an appropriate member of 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 be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Tick / sign / time
M7	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 SEMT, emergency services and other organisations as appropriate.	
M9	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 the use of mobile phones).	

Ref'	Media management - recovery	Tick / sign / time
M12	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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## A3.6 Action Card - 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 / egress 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	<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> <li>▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	

Ref	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	<p>Establish safe and secure areas to assist the response. E.g.:</p> <ul style="list-style-type: none"> <li>▪ SEMT briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
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.	

Ref	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

## A3.7 Action Card - 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: <ul style="list-style-type: none"> <li>Those with Special Educational Needs (SEN)</li> <li>Those with medical needs</li> <li>Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).</li> </ul>	

Ref	Welfare - ongoing response	Tick / sign / time
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 to be spoken to, and asked if they are alright, before they leave 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.	

Ref	Welfare - recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

## A3.8 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 Head Teacher (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, factual 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.: <ul style="list-style-type: none"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	



Ref	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contact. 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 Head Teacher (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.: <ul style="list-style-type: none"> <li>Records of expenditure</li> <li>Medical certificates / hospital admission forms</li> <li>Police incident number.</li> </ul>	
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 Head Teacher (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).	

Ref	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 4 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

## Appendix 4 - Welfare & Post Incident Support

Our welfare lead in the event of an incident is: Kate Copeman / AnneMarie Price

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.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> <li>▪ The nature of the incident</li> <li>▪ How their child was notified of the incident</li> <li>▪ Arrangements for support organised by the school</li> <li>▪ Who to contact if they would like additional support.</li> </ul>	
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 school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.	

Ref	Post incident support - general actions	Tick / sign / time
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.: <ul style="list-style-type: none"> <li>Teacher Support Network</li> <li>Samaritans</li> </ul>	
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.	
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 absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> <li>Initial part-time attendance</li> <li>Alternative methods of teaching</li> <li>A sanctuary that pupils could use if upset during the school day.</li> </ul>	
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: <ul style="list-style-type: none"> <li>Missed work</li> <li>Rescheduling projects</li> <li>Exams.</li> </ul>	

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	<p>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:</p> <ul style="list-style-type: none"> <li>▪ Closing the school on the day of the funeral as a mark of respect</li> <li>▪ A senior member of staff attending the funeral on behalf of the school</li> <li>▪ If staff and pupils can be allowed time off school to attend the funeral</li> <li>▪ Providing transport to take pupils and staff to the funeral</li> <li>▪ Providing pupils with information about what happens at funerals</li> <li>▪ Arranging floral tributes and / or donations.</li> </ul>	

Ref	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Prize (e.g. a sporting / academic trophy for older children).</li> </ul>	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's day</li> <li>▪ Father's day</li> <li>▪ Anniversary of the event.</li> </ul>	
P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event.</li> </ul>	
P32	Be aware of renewed media interest near anniversaries of the event.	

## Appendix 5 - Business Continuity

Important paper-based records should be 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
Examination papers	Locked cupboard in SLT office	Loss of assessment data	
Asset registers / equipment inventories	Online (iAM)	Short term	Backed up remotely so risk minimal
Insurance documentation	Risk Protection Arrangement (online)	N/A	

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Contact details	Sims.net / Scopay		Hosted Online
Financial information	FMS / Scopay		Hosted Online
Medical information	Sims.net		Hosted Online

Remote learning	Notes / instructions
Website / extranet	Google Classrooms
Email	

## Appendix 6 - Site Information

Utility supplies	Location	Notes / instructions
Gas	<b>St Edmunds:</b> Main boilers under church Ovens & water heaters in kitchen boiler lower ground Yr4 pre-school boiler <b>St Josephs:</b> 2 x boilers are in the boiler house located down the steps on the right from Moses class emergency exit	Main stop valve in grey cabinet at top right of front car park as you leave.  Main gas stop valve located in the housing opposite the school office, Key for the padlock is in the key safe in the office (number 10)
Water	<b>St Edmunds:</b> Main stop valve by kitchen door next to external bins <b>St Josephs:</b> Main stop valve located on the path to the left of the gates to the school office.	Pipe and valve are within wooden boxing  Cover can be lifted and mains turned off with tool within.
Electricity	<b>St Edmunds:</b> Cupboard off main corridor by front office <b>St Josephs:</b> Main fuseboard can be found in the cupboard on the left-hand side in the disabled toilet next to school office	Key for cupboard is hanging in key cabinet in front office  Both cupboards have a numbered padlock with access code 007

Internal hazards	Location	Notes / instructions
Asbestos	<b>St Edmunds:</b> Asbestos Register – Filing cabinet in front office <b>St Josephs:</b> Asbestos Register can be found on the top shelf in the filing cabinet in the school office.	2 lever arch file with surveys and reports in them  Key for the cabinet can be found in the key safe number 05

Chemical store(s)	<b>St Edmunds:</b> COSSH – School – filing cabinet in front office	Chemicals in cleaner's cupboard in hall, Early Years toilet, Yr1 girl's toilet, Yr4 stairwell, Yr5/6 block, ladies staffroom toilet, changing room, cleaner's cupboard in side alleyway and school garage.
	Pre-school – filing cabinet in pre-school office	Chemicals in cleaner's cupboard off pre-school kitchen.
	School Kitchen – in kitchen office filing cabinet	Under work counters and in small cupboard
	<b>St Josephs:</b> Safety data sheets folder for chemicals can be found on the top shelf of the filing cabinet in the school office.  School Kitchen - Safety data sheets for all chemicals used in the kitchen are located in a black folder which is kept in the drawer next to the sink.	Key for the cabinet can be found in the key safe number 05. Chemicals used daily can be found in cleaners' cupboard in Noah Class, trigger spray bottles along with a 5ltr bottle. Cupboard is kept locked and the key can be found in the key safe in the school office number 40. Chemical store is in a fire proof cabinet in storage shed behind school.  Chemicals are kept on the shelf under the sink.

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

## Appendix 7 - Evacuation & Relocation Arrangements

Signals	
Signal for fire evacuation	<i>Continuous ringing bell</i>
Signal for bomb evacuation	<i>Continuous ringing bell</i>
Signal for all-clear	<i>Verbal All Clear</i>

Assembly points - fire evacuation	
Fire evacuation assembly point A	<i>Bottom of Lower Playground</i>
Fire evacuation assembly point B	<i>Front Car Park</i>

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	<i>Bottom of Lower Playground</i>
Bomb evacuation assembly point B	Front Car Park

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	St Edmund's Catholic Church – (Theatre Royal?) – Bury St Edmunds Our Lady and St John's RC Church - Sudbury
Type of premise	Church Building
Contact name and details of key holder(s)	Fr Sean Connolly (Bury St Edmunds) Fr Peter Brett (Sudbury)
Address	21 Westgate St, Bury St Edmunds, IP29 5SE 20 The Croft, Sudbury, CO10 1HP
Directions / map	
Estimated walking time	3 minutes
Capacity	
Capacity (sleeping)	
Facilities / resources	Heating/Seating/Toilets/Water
Notes	Access to kitchen and telephone etc through presbytery



## Appendix 8 - Shelter

Signals	
Signal for shelter	<i>Telephone contact</i>
Signal for all-clear	<i>Verbal contact</i>

Upon hearing the shelter signal, take the action below.

Ref	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to another area of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

## Appendix 9 - Lockdown

Signals	
Signal for lockdown	<i>Telephone Contact</i>
Signal for all-clear	<i>Verbal contact</i>

Lockdown	
Rooms most suitable for lockdown	Main school building where appropriate – depending on incident may need to use different areas of school building
Entrance points (e.g. doors, windows) which should be secured	All access gates to site, front doors, windows
Communication arrangements	<i>Classroom telephones, Mobile phones</i>
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> <li>▪ Block access points (e.g. move furniture to obstruct doorways)</li> <li>▪ Sit on the floor, under tables or against a wall</li> <li>▪ Keep out of sight</li> <li>▪ Draw curtains / blinds</li> <li>▪ Turn off lights</li> <li>▪ Stay away from windows and doors.</li> </ul>	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

## Appendix 10 - School Closure

Ref	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble the SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	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: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	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.	
SC7	Make alternative arrangements for exams if necessary.	

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

Ref	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	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.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

## Appendix 11 - Communications

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01284 755141 / 01787 373365	Locations around the school
Outgoing calls	01284 762425 / 01787 373365	Locations around the school

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	<ul style="list-style-type: none"> <li>▪ Example of pre-recorded message</li> <li>▪ Instructions on setting to 'message only' mode</li> <li>▪ Can it be updated remotely or only from the school site?</li> </ul>
School website / extranet	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Who is authorised / trained to edit the website?</li> <li>▪ Can it be updated remotely or only from the school site?</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Who is authorised / trained to use the text messaging system?</li> <li>▪ Can it be used remotely or only from the school site?</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>▪ Instructions for reporting school closures.</li> </ul>
Call tree	Process for calling people out of hours in an emergency
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	

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	Scopay	Online provider (Scopay / SIMS)
Parents / carers	Scopay	Online Provider (Scopay / SIMS)
Governors	Governor Hub / Governor Email	Online / Outlook
Extended services		

## Appendix 12 - Media Considerations

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Our Media lead and Spokesperson is *Maria Kemble*

Our Deputy Media lead and Spokesperson is *Kate Copeman / AnneMarie Price*

The room designated for media briefings is to ***be determined at time of Event***

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

Other than the head teacher and media lead/spokesperson the rest of the Senior Incident Management Team will not be directly involved in media communications

- No member of staff will talk to journalists alone. They should refer journalist to Executive head or ensure they are 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 will be apportioned.

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

## Appendix 13 - 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 relevant authorities 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 *[INSERT DATE]*.

As from today we will be using *[INSERT LOCATION]* as the school office:

Please note that our contact numbers are:

*[INSERT TELEPHONE NUMBER]*

*[INSERT FAX NUMBER]*

You will, no doubt, hear all sorts of information from various sources. Any information not provided by the school 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,

**Head Teacher**

# Appendix 14 - Bomb Threats (Copies with Reception and SLT)

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+ 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.

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) and Head Teacher / nominee immediately.**

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

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?

- |                                    |  |                                     |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal    | <input type="checkbox"/> Well spoken   | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud      | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter    |
| <input type="checkbox"/> Quiet     | <input type="checkbox"/> Deep          | <input type="checkbox"/> Lisp       |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched  | <input type="checkbox"/> Slurred    |
| <input type="checkbox"/> Clear     | <input type="checkbox"/> Hoarse        | <input type="checkbox"/> Other      |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal         |                                     |

At what pace did the caller speak?

- |                                 |                                |                               |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- |                                   |                                     |                                    |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Normal   | <input type="checkbox"/> Upset      | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Angry      | <input type="checkbox"/> Muddled   |
| <input type="checkbox"/> Excited  | <input type="checkbox"/> Rational   | <input type="checkbox"/> Other     |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational |                                    |

Were there any distinguishable background noises?

.....

.....

Notes:

.....



## Appendix 15 - 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 hand writing, 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 a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

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: <ul style="list-style-type: none"><li>▪ Do not touch the package further</li><li>▪ Do not move it to another location</li><li>▪ Do not put the package into anything (including water)</li><li>▪ Do not put anything on top of it.</li></ul>	
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 Head Teacher / nominated emergency contact 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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## Appendix 16 - ICT Back Up

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

*ICT technician* is responsible for regular ICT back ups

### **Paper Records/Exam Papers etc**

Some records may still be recorded on paper, including some coursework or written/oral exam papers.

*The Headteacher or his/her nominated deputy* is responsible for maintaining paper records

## Appendix 17 - Log-Keeping

## Activity Log

[illegible]

	Thursday, 19/05/2011 Sheet 1
19.45	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.
19.50	Rang Philip. Number engaged.
19.55	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.
20.05	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: <del>07802 388</del> 07802 338 202.
20.20	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).
20.40	Informed Anna Hughes (deputy Head Teacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Only include times, dates or initials within the margins.

- 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.

# Appendix 18 – Grab Bag/Emergency Box

## CONTENTS

*(personalise this to your own school setting)*

Section	Details	Checklist
Business continuity	<ul style="list-style-type: none"> <li>Business Continuity Plan</li> </ul>	<input type="checkbox"/>
	Pupil Information Forms/Details	<input type="checkbox"/>
Organisational	<ul style="list-style-type: none"> <li>Staff handbook (policies and procedures)</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>School logo</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Other key documents</li> </ul>	<input type="checkbox"/>
Financial	<ul style="list-style-type: none"> <li>Bank, insurance details, payroll</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Invoices, purchase orders - system generated (backup)</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Financial procedures</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Assets register and insurance policy</li> </ul>	<input type="checkbox"/>
Staff	<ul style="list-style-type: none"> <li>Staff contact details - Contact Tree</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Staff emergency contact details - Staff Personal Information Forms</li> </ul>	<input type="checkbox"/>
Equipment	<ul style="list-style-type: none"> <li>Laptop with wireless connection</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Internet Dongle</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Pre-paid pay as you go mobile phone and battery powered charger/Access to mobile phone</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Wind up radio</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Wind up torch</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Emergency shelter</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Disposable camera with film</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Data restoration routine</li> </ul>	<input type="checkbox"/>
Other items	<ul style="list-style-type: none"> <li>First aid box</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>{Insert area} A-Z map</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Stationary</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Hazard barrier tape</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Emergency cash, cheque book or credit card</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Contact details for taxi / transport providers</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>School floor/site plans</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Spare set of keys for whole school</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Whistle / megaphones</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>High visibility jacket(s)</li> </ul>	<input type="checkbox"/>

## Appendix 19 – Financial Expenditure Log

<b>Completed by:</b>		<b>Incident</b>	
<b>Date</b>		<b>Time</b>	

[illegible]