



Allscott Meads

Allscott Meads School Emergency & Business Continuity Plan

Version: V1. Date: 5th May 2023



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

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

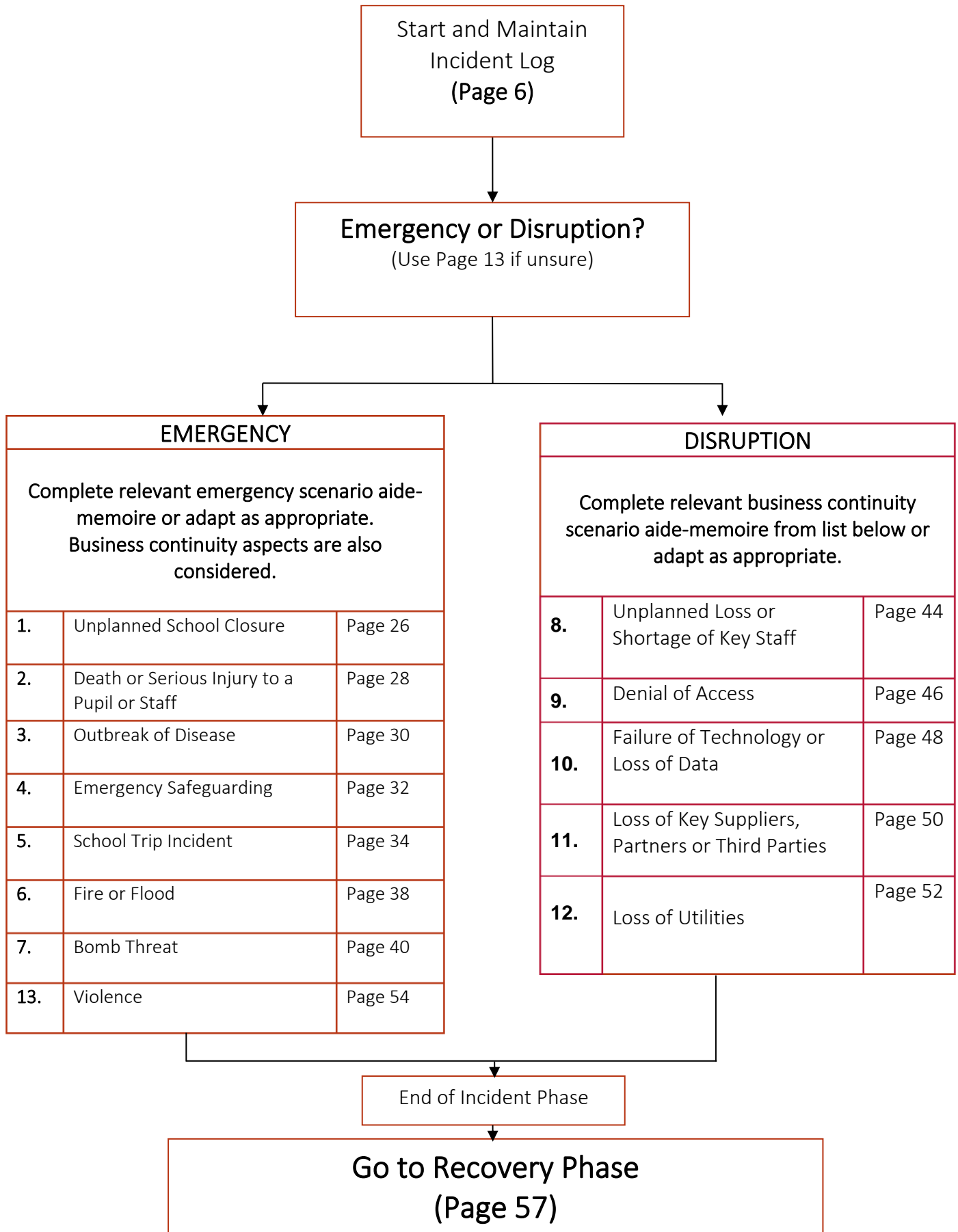
Date	Version	Updated By (Name and Role)	Amendment Details
Sept 2019	V1.0	Resilience Unit	Document Created
Dec 2021	V2.0	Resilience Unit Education Safeguarding Internal Health & Safety	Additional Incident Response Aide - Memoire covering Violence in Schools.
Dec 2021	V3.0	COO approval	LCT logo

CONTENTS

Version Control.....	Error! Bookmark not defined.
Incident Response Activation	5
Incident Log Sheet	6
Emergency Contacts Sheet	7
Planning	10
School Head: Statement of Intent	11
Distribution List	12
Defining an Incident: Emergency or Disruption?	13
School Incident Management Team Guidance	14
Training and Exercising	17
Emergency Grab Bag	18
Business Continuity Checklist	19
Emergency Preparations Checklist	20
Lockdown (invacuation) Guidance	21
Incident Response	25
Aide-Memoire 1 - Unplanned School Closure (<i>E.g. severe weather, no water / electricity</i>)	26
Aide-Memoire 2 - Death or Serious Injury to a Pupil or Staff (<i>E.g. violence, assault or accidents</i>)	27
Aide-Memoire 3 - Outbreak of Disease (<i>E.g. Pandemic Flu, Meningitis, Measles, Norovirus, Legionella- swimming pools</i>)	30
Aide-Memoire 4 - Emergency Safeguarding (<i>E.g. intruder on school premises, missing children, child custody issues</i>)	31
Aide-Memoire 5 - School Trip Incident (<i>E.g. off- site accidents, transport accidents, transport delays</i>)	33
School Trip: Home Based Contact Emergency Action Sheet	36
Aide-Memoire 6 – Fire or Flood (<i>E.g. burst water main, fire on premises or neighbouring building</i>)	38
Aide-Memoire 7 - Bomb Threat (<i>E.g. telephone threats, suspicious packages or unexploded devices</i>)	40
Telephone Bomb Threat Sheet	42
Aide-Memoire 8 – Unplanned Loss or Shortage of Key Staff (<i>E.g. industrial action or illness</i>)	44
Aide-Memoire 9 – Denial of Access (<i>E.g. preserved scene: break-in investigation, alarms not working/electronic doors</i>)	46
Aide-Memoire 10 – Failure of Technology or Loss of Data (<i>E.g. network disruption, damage to computers</i>)	48
Aide-Memoire 11 – Loss of Key Suppliers, Partners or Third Parties (<i>E.g. liquidation of a supplier company</i>)	50
Aide-Memoire 12 – Loss of Utilities (<i>E.g. disruption to water or electricity supply</i>)	52

Aide-Memoire No. 13 – Violence in School <i>(E.g. Assault: Racist, sexist and homophobic language, Threats of violence or intimidation, Any form of physical abuse including punching / pushing / tripping / slapping / kicking / biting and throwing of objects.)</i>	54
Communications and Media Checklist	56
Recovery	57
Recovery: Short and Long Term	58
Recovery Log Sheet	60
Debrief and Lessons Learned	61
Agenda for an Incident Debrief	62
Resources.....	63
School Site Information	64
Site Plan / Floor Plan	65

Incident Response Activation



Incident Log Sheet

Incident: _____ Date: _____ Sheet Number: _____

Time	Contact Name	Information (received/given)	Actions (to be taken)	Person Responsible	Complete? (Date/Time)

Emergency Contacts Sheet

LCT and Local Authority Contacts	Office Hours/Out of Office Hours	Number
Paul Jones - COO	24/7	07813574376
Jane- CEO	24/7	
Paul Roberts – Executive Principal	24/7	07535613423
Company Secretary	Office Hours	01952 387010
LCT Attendance & Welfare Team Leader	24/7	07572146344
Education Safeguarding	Office Hours	01952 382084
Educational Psychology	Office Hours	01952 385216
Emergency Planning	24/7	07580 531257
Health and Safety	Office Hours	01952 381817
Human Resources	Office Hours	01952 383510
Occupational Health	Office Hours	01952 383630
Social Care Emergency Duty Team	Out of Hours	01952 676500
Social Care Family Connect	Office Hours	01952 385385
Transport	Office Hours	01952 384649
School Leads		
Chair of Governors	Jane Siddons	
Head Teacher	Kirsty Parkinson	07535899595
LCT Estate Manager	Russell Garner	07890063227
School Key holders		
Head Teacher	Kirsty Parkinson	07535899595
LCT Estate Manager	Russell Garner	07890063227
Caretaker		
School Incident Management Team Members		
Chair of Governors	Jane Siddons	
Head Teacher	Kirsty Parkinson	07535899595
LCT Estate Manager	Russell Garner	07890063227
Governors		
Chair of Governors	Jane Siddons	
Vice Chair of Governors	Julie Francis	
Agency Staff Providers and Regular Supply Staff		
Tara Supply Agency	Various	01952 433833

Other Third Parties		
Security Companies	Business watch	0844 332 8900
Transport Providers	A Star	01952 35-55-60
External Site Users	--	--
Utility Companies		
Electric	WME (West Midlands Electric)	0333 101 4424
Gas		
Water	Severn Trent	0800 783 4444
Telephone Provider	Telford & Wrekin VoIP	83333
Other Useful Numbers		
Teacher Support Network	24 Hour Helpline	08000 562 561
Trade Union	NUT	0121 647 4397
Insurance Company		
Exam Board/s	STA	No contact number
Local Hospital/Medical Centre	The Princess Royal Hospital	01952 641222
Local Police Station	Malinsgate Police Station	0300 333 3000
'Buddy School' and Neighbouring Schools		
Wrekin View	Adrian Pembleton	01952 388088
HLC	Maddie Griffin	01952 387088
High Ercall	Sarah Roberts	01952 387570
Crudgington Primary School	Adam Ames	01952 386910
Other Organisations		
Department for Education	Enquiry Line	0370 000 2288
Environment Agency	Flood Line (24 Hour)	0845 988 1188
Foreign and Commonwealth Office	Consular assistance (24 hr) If Abroad Ring:	020 7008 1500 +44 20 7008 1500
Public Health England	Main Switchboard	020 7654 8000

This table should be left blank so it can be used to record additional contact details during an incident.

Name	Contact details	Notes

Planning

School Head: Statement of Intent

Allscott Meads Primary School is committed to ensuring the highest level of education, well-being, safety and development for all of its pupils. This is particularly important during times of disruption which can be caused by a variety of different scenarios.

As Head Teacher, supported by the Chair of Governors and the School Incident Management Team, I will be responsible for the coherence and effectiveness of the school's emergency and business continuity planning arrangements. This includes ensuring that the school is fully prepared to cope with any incident that may arise and providing a continued education and place of safety for the pupils.

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

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

We will achieve this through:

- Effective planning and preparation;
- Establishing roles, responsibilities and a leadership structure;
- Working towards a confident and controlled incident response and recovery;
- School wide training and awareness raising;
- Tailoring this plan to meet the school's specific needs.

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

Kirsty Parkinson
Head Teacher

Distribution List

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

Distribution List	Location	Date Issued
- Chair of Governors]	Office Copy	31.04.23
	Home Copy	31.04.23
Head Teacher]	Office Copy	31.04.23
	Home Copy	31.04.23
Assistant/Deputy Head Teacher]	Office Copy	31.04.23
	Home Copy	31.04.23
	Office Copy	31.04.23
	Home Copy	31.04.23
Office Manager]	Office Copy	31.04.23
Caretaker/Site Supervisor/Manager]	Home Copy	31.04.23
[Emergency Grab Bag (If appropriate)]	School office or off-site	31.04.23
[School Incident Management Team Members, see Page 13 for details] Input below:		
[Please add any other relevant staff to this template to be distributed to]		
Additional Copies: (if appropriate)]		
[Off-Site Copy]		
[Electronic Copies]		
[Back-up Copy]		
[Diocese, Governors or Local Authority (optional)]		

Defining an Incident: Emergency or Disruption?

Emergency

Definition:

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

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

Examples:

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

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



Choose from Emergency
Aide-memoires 1-7 & 13
(Pages 26-40 & 54)

Disruption

Definition:

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

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

Causes of disruptions:

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

The primary aim of **Business Continuity Planning (BCP)** is to ensure that unless there is an overwhelming pressure caused by the disruption, the school remains open during term times and normal routines and timetables are maintained as far as possible.

It is important to develop strategies or alternative ways of working that allow this to happen, considering the circumstances of the incident and level of response required.

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



Choose from Business Continuity
Aide-memoires 8-12
(Pages 44-52)

School Incident Management Team Guidance

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

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

SCALE – What is the extent of the emergency and what resources are required?

DURATION – How long will the incident last, considering both short and long term?

IMPACT – How severe is the impact on key services, buildings or stakeholders?

The table below allows you to think about and develop the following questions:

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

Role	Tasks and Responsibilities in an Emergency or Disruption	Pre- Incident Training and Resources	Staff Trained (Names) (Details on Page 6)
Incident Team Lead (Head Teacher/Deputy or Chair of Governors)	<ul style="list-style-type: none"> • Strategic Role • Chair of School Incident Management Team • Ensure school-wide continuity. • Receive information and make decisions • Lead on interviews or assign appropriate SIMT member e.g. Media and Communications Lead. • Work through aide-memoire 	<ul style="list-style-type: none"> • School specific scenario workshops supported by Telford & Wrekin Resilience Unit • (Call 01952 381932) • Familiarisation with this plan. 	
Log Keeper (Essential Role)	<ul style="list-style-type: none"> • Maintain incident log (Page 6) • Ensure that all key decisions and actions taken in relation to the incident are recorded accurately • Ensure that all other logs such as communications or recovery logs are also being maintained 	<ul style="list-style-type: none"> • A variety of 'Incident Loggist' virtual training courses are available online to enhance current logging skills 	

Communications and Media Lead	<ul style="list-style-type: none"> • Maintain a communications and media log • Follow the Communications and Media Checklist (Page 56) • Establish and maintain lines of communication with all stakeholders – use aide memoirs • Responsible for social media • Liaise with Council PR and media • Collate information about the incident for press statements 	<ul style="list-style-type: none"> • A variety of media management and crisis communications courses can be found online 	
Facilities Lead	<ul style="list-style-type: none"> • Maintain log of actions • Ensure site security and safety during and following an incident • Liaise with SIMT Manager to advise regarding infrastructure • Point of contact for contractors • Pre incident: ensure school site information section is up to date (Page 64) 	<ul style="list-style-type: none"> • Risk Assessment Training • Fire Safety/Marshal Training • DfES Website (Managing Security in Schools Guide – National Association of Head Teachers Website) • School specific scenario workshops may also highlight facilities issues 	
Health and Safety Lead	<ul style="list-style-type: none"> • Maintain Health and Safety log • Responsible for following and distributing any health and safety procedures or advice • Risk assessments • Consider infection control • Complete any accident/incident paperwork and RIDDOR forms. • Manage first aid considerations 	<p>Health and Safety courses and materials available from:</p> <ul style="list-style-type: none"> • Health and Safety Executive Website • Public Health England • Centre for Disease Prevention and Control • National Union of Teachers 	
Designated Safeguarding Lead	<ul style="list-style-type: none"> • Maintain safeguarding log • Ensure welfare of all pupils • Co-ordinate with Police, Family Liaison Officers; Educational Psychologists; Family Connect and any relevant voluntary organisations • DBS checks of temporary staff. • Liaise with Education Safeguarding. 	<ul style="list-style-type: none"> • Raising Awareness Training for all staff • Designated Safeguarding Leads training • Telford and Wrekin Safeguarding Partnership 	
Emotional Support Lead	<ul style="list-style-type: none"> • Maintain log of all incident related cases and actions • Work with Designated Safeguarding Lead to identify child needs • Act as a point of contact for pupils or staff with concerns about the incident or with difficulties 	<ul style="list-style-type: none"> • Redcross.org/education: Emotional Support in a Crisis • Emotional First Aid Training Course: 	

	recovering from it. Be a source of advice about support available		
Business Continuity Lead	<ul style="list-style-type: none"> Record all decisions and actions in the incident log (Page 6) Take responsibility for business continuity considerations Take decisions in order to return swiftly to 'business as usual' Pre-incident business continuity checklist (Page 19) 	<ul style="list-style-type: none"> School disruption and closure scenario workshops supported by Telford & Wrekin Resilience Unit (Call 01952 381932) 	
ICT Lead	<ul style="list-style-type: none"> Maintain ICT log Ensure resilience and recovery of the school's ICT infrastructure Work with the Business Continuity Co-ordinator in disaster recovery Liaise with suppliers or ICT support 	<ul style="list-style-type: none"> Backup and disaster recovery in schools information can be found online 	
Recovery Co-ordinator	<ul style="list-style-type: none"> Maintain recovery log (Page 60) Lead and report on the school's recovery process Facilitate a full debrief Identify lessons learned as a result of the incident/recovery Liaise with the plan owner to ensure lessons learned are incorporated into the plan development 	<ul style="list-style-type: none"> Recovery and Incident debrief from T&W Resilience Unit. 	

Training and Exercising

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

- Emergency planning awareness, school specific scenario workshops and business continuity advice are all provided by Telford and Wrekin Council Resilience Unit, free of charge regardless of status of the school;
- Incorporating Emergency Plan training and awareness raising into inductions and mandatory training for all relevant personnel;
- Including pupils in the training and awareness schedule. Test exercises, practising the route to a 'buddy school' or talking about past incidents can prepare pupils and create a greater atmosphere of calm in a real incident;
- Planning 'walk-throughs' to communicate the contents of the plan and to ensure staff are familiar with arrangements and procedures;
- Education and training for specific staff on Business Continuity (Page 18) and School Incident Management Team roles and responsibilities (Page 13);
- Component tests, for example checking alarms and locks and testing external storage devices;
- Table-top exercises using example scenarios to check the validity and reliability of the plan contents;
- Discussion of real life incidents to improve planning and response;
- Regular review of training log to ensure training is relevant and up to date.

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

Health and Safety training available:

- H&S for Heads / Business Managers / Governors,
- Risk Assessment Training,
- Fire and Asbestos awareness,
- Legionella,
- Accident Investigation.

Emergency Grab Bag

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

Section	Details	Included?
Completed Emergency and Business Continuity Plan	Emergency and Business Continuity Plan to include: Key Contact details (Page 7) School Specific Information (Page 64) School Incident Management Team details and contacts (Page 14 and 7)	
Organisational Information	Staff Handbook (policies and procedures)	
	Health and Safety Paperwork	
	Supplier and contractor information	
	Pupil Information	
	Remote Learning Passwords	
	Local 'Buddy School' Information	
Equipment and other items	First Aid Kit	
	Local Maps (showing car parking)	
	Torches	
	Whistles	
	Stationery	
	High Visibility Vests	
	Mobile phone: charged and with credit available	
	e.g Mobile phone charger/car charger kit	
	Small amount of cash in change	

Note location of all grab bags below:

Location	Date Checked	Date Checked	Date Checked	Date Checked

Business Continuity Checklist

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

Action	Completed Date/Name	Reviewed Date/Name	Reviewed Date/Name
Keep up to date the numbers on the Contacts Sheet (Page 7) for: Suppliers and third parties Caterers Supply/agency staff ICT support Transport providers Key holders			
Electronic back up of data and off-site storage of hard copies (record location of each document): <ul style="list-style-type: none"> • Insurance • Legal • Emergency Plan 			
Keep an asset register of valuable school items for insurance purposes (including photos)			
Ensure safety of and access to valuable school documents such as controlled assessments			
Access to remote learning: internet, e-mail, networks			
Partnership with 'Buddy School' shared facilities, information, staff and resources			
Arrangements for priority and/or vulnerable groups. May depend on exam timetables or school users			
Security considerations: <ul style="list-style-type: none"> • Alarms • Visitor badges • Building Access 			
Temporary off-site office or meeting place established Location:			

Emergency Preparations Checklist

Action	Page	Completed Date/Name	Reviewed Date/Name	Reviewed Date/Name
Populate Emergency Contacts Sheet	7			
School Incident Management Team: establish roles and carry out training	13			
Put together emergency grab bags: Note locations of each bag	18			
Include school site specific information in Resources Section of plan	64			
Complete Business Continuity Checklist	19			
Print out Telephone Bomb Threat sheet – keep in reception/main office/switchboard	42			
Distribute completed plan to copy holders: Note locations on distribution list	12			
Staff and pupil training, awareness and familiarity with the plan (should be ongoing)	17			
Review and update plan: Version Control	2			

Lockdown (invacuation) Guidance

Introduction

An invacuation (with or without lockdown) may be deemed the most appropriate course of action if an incident occurs inside or outside your establishment's buildings/grounds and which renders an evacuation unsafe. Staff/pupils/students/service users/visitors would be expected to stay in a designated safe/lockdown area inside until advised otherwise by the Emergency Services. For remote/external areas it may be safer not to return to your establishment but consider staying in-situ or going to an alternative location.

Lockdown may be appropriate in many circumstances, for example:

- if air pollutants are present due to a nearby fire or chemical release;
- if a dangerous animal is in the grounds;

Lockdown with invacuation may be appropriate in many circumstances, for example:

- if an aggrieved and/or intoxicated person is trying to obtain access to your establishment;
- if an intruder is on site.

The additional step of lockdown aims to help prevent an intruder or violent individual from causing harm.

Identification of Safe and Lockdown Areas

For invacuation, particularly lockdown, arrangements will depend heavily on the size and layout of your buildings. You will need to identify those rooms most suitable as safe and/or lockdown areas.

Safe areas simply need to be inside in order to provide shelter, in most cases staff/pupils/students/service users/visitors will be able to remain where they are, if inside, and anyone outside should be able to go to the nearest inside facility. In addition, if the reason for invacuation is due to an external pollutant, windows and doors should be shut and ventilation systems turned off. Normal operation of the establishment may be able to continue dependent on the nature of the incident.

Lockdown areas need to be pre-identified areas where staff/pupils/students/service users/visitors can move away from potential danger and if possible / appropriate be unseen from outside the building. To identify lockdown areas within your buildings:-

- Divide your site into manageable sections – for example by building or floor.
- Within each section identify a room(s) large enough to accommodate the likely number of people within the area. Ideally these rooms should:-
 - have a separate means of escape;
 - have no windows directly to the outside. If there are windows, the means to cover the windows – for example shutters, blinds;
 - have a lockable door.
- If you are unable to identify a room(s) which meets all of the above criteria, a room(s) that meets as many criteria as possible, should be identified.
- Risk assess the use of the room as a lockdown room.

- Identify staff who will be responsible for each lockdown area and the supervising of staff/pupils/students/service users/visitors.
- Identify staff who will be responsible for the locking of external doors, windows in a section or lockdown area.
- If the above are unavailable what's the back up?

Identification of Invacuation and Lockdown Signals

The signal for invacuation should be clearly distinguishable to that of an evacuation. Any confusion may result in staff/pupils/students/service users/visitors congregating at an assembly point, thus potentially making them more vulnerable in a dangerous situation.

If people are outside when the signal for an invacuation is sounded, staff should take immediate action and assist people to the nearest safe area inside the building.

It is worth considering how the message to lockdown will be given in addition to invacuation – for example computer flash message, alternative signal.

A mechanism and/or signal should also be identified to inform of 'all clear'.

Communications

During an invacuation (with or without lockdown) it may be difficult to obtain a clear overview of the situation. Consider how communication could be maintained between key stakeholders, for example two-way radio, mobile phone, computers (to send messages via instant messaging or email).

Accounting for staff/pupils/students/service users/visitors

During an invacuation (with or without lockdown) it will be necessary to account for building users, consider the methods available to you and how these can be utilised.

Implementation

Any arrangements you establish must be realistic; fit for purpose and tested. In an incident staff/pupils/students/service users/visitors may not have much time to seek an appropriate place to find refuge but pre planning can help remove panic and confusion.

Establishments can use the following template as a basis for their arrangements. Arrangements should be communicated to all key stakeholders. This should be done in a sensitive manner, stressing that it is very unlikely that there will ever be a need to implement a real invacuation (with or without lockdown), but it is important to have arrangements in place to deal with such a situation.

Ideally a test/drill/practice should be undertaken annually and should be as realistic as possible, however stress or panic may be observed as an outcome (significant finding) and dealt with accordingly by training/mentoring. However the potential for such reactions is reduced by ensuring that staff/pupils/students/service users/visitors are aware of rationales and procedures beforehand.

INVACUATION (INCLUDING LOCKDOWN) – Allscott Meads Primary School

INVACUATION			INVACUATION WITH LOCKDOWN		
Signal for Activation	Insert		Signal for Activation	Insert	
Signal for All Clear	Insert		Signal for All Clear	Insert	
Designated Safe Area(s)	Move From	To	Designated Lockdown Area(s)	Move From	To
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
	Insert	Insert		Insert	Insert
Insert	Insert	Insert	Insert		

The following page can be copied and distributed to key stakeholders or displayed within the establishment as a reminder of actions to be taken in the event of a invacuation (with or without lockdown).

UPON HEARING OR RECEIVING THE SIGNAL, TAKE THE FOLLOWING ACTION:
 GO IN - STAY IN - TUNE IN

INVACUATION	INVACUATION WITH LOCKDOWN
GO IN Ensure all staff/pupils/students/service users/visitors are safely inside the school building.	
Close entrance points (e.g. doors, windows) to prevent the animal/pollutant etc. entering the building. If possible close off ventilation and air conditioning systems (if pollutant related invacuation).	Lock and secure entrance points (for example - doors, windows) to prevent the intruder/violent person etc. entering the building.
Go to a designated safe area, if appropriate. (Depending on the situation it may be possible for the establishment to continue business as usual)	Go to a designated lockdown area. Close doors and windows en-route. Block access points (for example - move furniture to obstruct doorways). Sit on the floor, under tables or against a solid wall. Keep out of sight. Keep silent. Draw curtains/blinds. Turn off lights. Stay away from windows and doors. Put mobile phones on silent.
Dial 999 – Ask for appropriate Emergency Service(s)	
Ensure that staff/pupils/students/service users/visitors are aware of an exit point in case evacuation becomes necessary (for example - fire, instruction from emergency services)	
If possible, account for all staff/pupils/students/service users/visitors without putting yourself at risk, report those unaccounted for to the Emergency Services	
STAY IN- Remain in the designated safe/lockdown area until the all clear signal is given, or told to evacuate by the Emergency Services. TUNE IN- If possible, and appropriate, obtain local news updates via radio/TV/computer and establish internal communication via 2 way radios	

Incident Response

Aide-Memoire 1 - Unplanned School Closure

(E.g. severe weather, no water / electricity)

Action	Person Responsible	Completed Time	Notes
Start incident log (Page 6)			
Contact Head Teacher and LCT CEO/COO (Contact Sheet Page 7)			
Activation of plan: note date and time			
Liaise with Emergency Services or relevant organisations e.g. utility companies			
If in immediate danger, evacuate or invacuate to a point of safety			
Temporary relocation: liaise with 'Buddy School' or contact Council (see page 7 for details)			
Convene School Incident Management Team (Page 14)			
Alert as appropriate: Chair of Governors Teaching staff Support staff Contractors			
Consider media, PR and information sharing – see Media and Communications Checklist (Page 56)			
Contact: School Organisation Team Family Connect Area Education Officer Public Relations Officer Resilience Unit Property Services Insurance Company See Contacts Sheet (Page 7)			
Inform parents/carers Inform pupils			
Establish helpline			
Transportation			

Business Continuity Considerations			
Exam timetables			
Controlled assessments			
Catering requirements			
Consider suppliers: cancel or relocate deliveries			
Site security			
Cancellations: bookings, transport, clubs etc.			
Record all changes and cancellations for easy reinstatement			
Regular updates in place for parents, staff, pupils			
Plan for re-opening and return to normality			
Prepare for Recovery Stage. Go to Page 57			

Further Notes:

Aide-Memoire 2 - Death or Serious Injury to a Pupil or Staff

(E.g. violence, assault or accidents)

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 6)			
Contact Police 999 if appropriate.			
Contact Head Teacher and CEO/COO (Contact Sheet page 7)			
Activation of plan: note date and time			
Record injuries and casualties: names, locations			
Liaise with Emergency Services/hospitals and regularly update			
Seize and secure CCTV footage if available.			
Restrict access as necessary.			
Convene School Incident Management Team (Page 14)			
Set up an Incident Control Room as a focal point for all information and decisions			
Inform parents or carers directly involved			
Alert as appropriate: <ul style="list-style-type: none"> • Chair of Governors • Teaching staff • Support staff • Contracts 			
Follow School Health and Safety policies and procedures. Inform Health and Safety team. Fill out accident/incident forms RIDDOR			
Consider media, PR and information sharing– see Media and Communications Checklist (Page 56)			
Contact:			

<ul style="list-style-type: none"> • Public Relations Officer • Education Safeguarding • Resilience Unit • Family Connect • Educational Psychologists • Department for Education? • Unions 			
See Contacts Sheet (Page 7)			
Inform those not involved: Parents/carers Pupils Neighbouring schools			
Establish helpline			
In event of unplanned school closure see Aide-Memoire 1 (Page 26)			
Establish a briefing room (s) for families and/or staff			
Nominate a 'meet and greet' person			
Business Continuity Considerations			
Exam timetables			
Controlled assessments			
Cancel bookings/activities			
Security of site			
Recovery and Support Considerations			
Voluntary organisations: advice and guidance			
Appeals for information/donations etc.			
Funeral attendance/arrangement			
Debrief for all involved			
Prepare for Recovery Stage. Go to Recovery Section (Page 57)			

Further Notes:

Aide-Memoire 3 - Outbreak of Disease

(E.g. Pandemic Flu, Meningitis, Measles, Norovirus, Legionella- swimming pools)

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 6)			
Contact Head Teacher and CEO/COO (Contact Sheet Page 7)			
Activation of Plan: note date and time			
Compile a list of affected pupils/staff: names, symptoms, location			
Liaise with Emergency Services and Local Authority Public Health Team			
Restrict access as necessary.			
Convene School Incident Management Team (Page 14)			
Temporary relocation: liaise with 'Buddy School' or contact Council (see page 7 for details)			
Alert as appropriate: Chair of Governors Teaching Staff Support Staff Contractors			
Follow School Health and Safety Policies and Procedures Accident and Incident Forms Contact Health and Safety team. Contact Public Protection.			
Consider media, PR and information sharing– See Media and Communications Checklist (Page 56)			
Contact: Public Health England Resilience Unit			
Family Connect			

See Contacts Sheet (Page 7)			
Establish helpline			
Use social media and school website to update public			
Alert neighbouring schools and maintain information sharing			
Consider other Aide-Memoires (if relevant): Unplanned School Closure (Page 26) Death/Serious Injury (Page 28)			
Business Continuity Considerations			
Support from Voluntary organisations			
Insurance/legal			
Exam timetables			
Controlled assessments			
Cancel bookings/events as required. Keep a record for easy re-instatement			
Maintain regular updates to staff, families, pupils			
Prepare for Recovery Stage. Go to Section 3 (Page 57)			

Further Notes:

Aide-Memoire 4 - Emergency Safeguarding

(E.g. intruder on school premises, missing children, child custody issues)

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 6)			
Contact school Designated Safeguarding Lead and Head / Deputy Head Teacher immediately			
Activation of plan: note date and time			
Consult Telford & Wrekin Threshold Guidance and follow school procedures as necessary.			
Take specific actions to avoid escalation e.g. lock-down, search of premises and grounds for missing child. Only do so if you are trained and it is safe to do so			
If necessary evacuate or invacuate pupils/staff to a point of safety			
Restrict access as necessary.			
Call and liaise with Emergency Services			
Convene School Incident Management Team (Page 14)			
Set up an Incident Control Room as a focal point for all information and decisions			
Alert as appropriate: Chair of Governors Teaching staff Support staff Contractors			
Follow School Health and Safety policies and procedure Accident and incident forms			
Consider media, PR and information sharing– see Media and Communications Checklist (Page 56)			
Contact Local Authority: Resilience Unit, Family Connect Education Safeguarding, Public Relations Officer,			

Educational Psychologists			
Establish a helpline and use this to arrange a meeting for parents & carers: explain the situation			
Maintain lines of communication with: Pupils Parents Local Authority Emergency Services Neighbouring schools See Contacts Sheet (Page 7)			
Establish a briefing room (s) for families and/or staff			
Nominate a 'meet and greet' person			
Other Aide-Memoires: Unplanned School Closure (Page 26) Death/Serious Injury (Page 28)			
Business Continuity Considerations			
'Plan B' for Travel Disruption.			
Insurance/legal considerations			
Cancel bookings and activities as required. Keep a record to allow for quick re-instatement			
Controlled assessments			
Exam timetables			
Security of site			
Prepare for Recovery Stage. Go to (Page 57)			

Further Notes:

Aide-Memoire 5 - School Trip Incident
(E.g. off- site accidents, transport accidents, transport delays)

Action	Person Responsible	Completed Time	Notes
School Based Contact: On receiving a call from a group on a visit use the 'Home Based Contact Emergency Action Sheet' to record key information (Page 36)			
Decide level of response. If required activate emergency plan. Note date and time			
Contact Head Teacher or Deputy (Contact Sheet Page 7)			
Start Incident Log (Page 6)			
Convene School Incident Management Team (Page 14)			
Use E-Visits – School based contact to access trip details			
Set up an Incident Control Room as a focal point for all information and decisions			
Contact Police (Ask for Liaison Officer/ Forward Control Officers) / Emergency Services			
Contact Local Authority <ul style="list-style-type: none"> • Resilience Unit • Area Education Officer • Child Services • See Contacts Sheet (Page 7) 			
Inform Parents / Carers			
Follow School Health and Safety Policies and Procedures Accident and Incident Forms RIDDOR Contact Health and Safety Team.			
Pupil Considerations: Liaise with School Trip based contact			
Specific pupil needs: medication, glasses, dietary needs etc.			

Catering requirements			
Alternative accommodation and/or transport			
Ensure arrangements for return home are in place			
Media, PR & Information Sharing: Use Communications and Media Checklist (Page 46)			
Contact: Chair of Governors Parents/Carers Home contacts for staff/volunteers on trip Transport Provider Insurance Provider Foreign and Commonwealth Office (if abroad)			
Depending on severity of incident establish helpline for: Governors Staff Pupils Parents/Carers Public			
Establish a briefing room (s) for families and/or staff			
Nominate a 'meet and greet'			
Voluntary organisations: advice and guidance			
See other scenarios as required: Death/Serious Injury (Page 28) Outbreak of Disease (Page 30) Emergency Safeguarding (Page 32)			
Response Actions and Business Continuity Considerations			
Re-schedule or cancel activities Record any changes made			
If Delays are extensive: Controlled assessment/exam timetable considerations. Continued updates to home			
Log damaged and lost items Log costs of incident Contact insurance			
Prepare for Recovery Stage. Go to (Page 57)			

School Trip: Home Based Contact Emergency Action Sheet

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

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

Advise that you will be setting up a School Incident Management Team to deal with the incident and will call back at an agreed time or within an agreed interval.

Advise the caller to record any actions taken and to provide regular updates.

PAGE LEFT INTENTIONALLY BLANK

Aide-Memoire 6 – Fire or Flood

(E.g. burst water main, fire on premises or neighbouring building)

Action	Person Responsible	Completed Time	Notes
Follow school evacuation procedures as required			
Start Incident Log (Page 6)			
Contact Head Teacher and COO (Contact Sheet Page 7)			
Activation of plan - note date and time			
Liaise with Emergency Services or relevant organisations e.g. utility companies			
Restrict access as necessary.			
Convene School Incident Management Team (Page 14)			
Set up an Incident Control Room as a focal point for all information and decisions (off-site if required)			
Alert as appropriate: Governors Teaching staff Support staff Contracts			
Consider media, PR and information sharing– see Media and Communications Checklist (Page 56)			
Contact: Resilience Unit Public Relations Officer Family Connect Area Education Officer Property Services Insurance Company Contact Sheet (Page 7)			
Follow School Health and Safety policies and procedures Accident and incident forms RIDDOR Contact Health and Safety Team			

Establish helpline			
Establish a briefing room (s) for families and/or staff			
Nominate a 'meet and greet'			
Alert parents/carers			
Relocation – liaise with 'Buddy School'			
Specific pupil needs: medication, glasses, dietary needs etc.			
Catering requirements			
Voluntary organisations: advice and guidance			
Other Aide-Memoires: Unplanned School Closure (Page 26) Death/Serious Injury (Page 28)			
Business Continuity Considerations			
Re-schedule or cancel activities			
Log damaged and lost items Log costs of incident			
Prepare for Recovery Stage. Go to (Page 57)			

Further Notes:

Aide-Memoire 7 - Bomb Threat

(E.g. telephone threats, suspicious packages or unexploded devices)

Action	Person Responsible	Completed Time	Notes
Start and maintain Incident Log (Page 6) Record all information			
Contact Head Teacher and CEO/COO (Contact Sheet Page 7)			
Activation of plan – note date and time			
If it is a telephone threat use Bomb Threat Sheet (Page 42) to record details of the call and give to Police Consider whether telephone threat is credible			
Follow the School's Bomb Threat Policy and use this table as a prompt.			
Restrict access as necessary.			
Convene School Incident Management Team (Page 14)			
Collect Attendance Register			
Calmly evacuate building using normal evacuation procedures to outside the emergency services cordon			
Take a pupil roll call: any missing pupils or staff are to be reported to police No searches are to be carried out			
If all pupils are present consider safe relocation such as local park or 'buddy school'			
Establish off-site Incident Control Point			
Ensure First Aiders report to Incident Control Point			
Call 999 and advise emergency services of actions Police			

Fire (may be alerted automatically by alarm) For out of hours threats, key holder is to inform police immediately			
Site security: Keep all personnel out of the school until safe to return			
Alert: Governors Staff Support Staff Pupils and parents/Carers			
Consider media, PR and information sharing– See Media and Communications Checklist (Page 56)			
Contact: Family Connect Area Education Officer Resilience Unit Property Services Insurance Company See Contacts Sheet (Page 7)			
Transportation			
Business Continuity Considerations			
Exam timetables/ controlled assessments			
Catering requirements			
Re-schedule or cancel activities – record any changes made			
Regular updates in place for parents, staff, pupils			
Plan for re-opening: return to normality			
Prepare for Recovery Stage. Go to Page 57			

Further Notes:

Telephone Bomb Threat Sheet

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

Date:..... Time:..... Name:.....
 When is the bomb going to explode?.....
 Where is it right now?.....
 What does it look like?.....
 What kind of bomb is it?.....
 What will cause it to explode?.....
 What is your organisation/code word?.....
 Did you place the bomb?.....
 Why are you doing this?.....
 What is your name/address?.....
 Exact wording of threat:.....

 Telephone number (if available).....
 Time of call completion:.....

DO NOT HANG UP THE PHONE

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

You must inform your Head Teacher on ext:.....

Additional details:.....

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

*If familiar, who did it sound like?.....

Accent (specify).....

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

Description	Yes	No	Comment
Noise on line			
Payphone tone or pips			
Operator instructions			
Any one in background			
Clear line static			
Aircraft			
Household noises			
Crackling			
Office			
Phonebox			
Machinery			
Animals			
Music			
PA System			
Traffic			
Talking			
Long Distance			
Children			
Anything Else			

Please be aware that if a telephone bomb threat is received by the school that the (999) Police Control Room Operator will insist on speaking to the person who received the call. This is for detailed questioning.

The Police Control Room Operator will also seek the name and mobile number of the Head to communicate with as and when the threat has been assessed as to being credible or otherwise.

The credibility of the threat will aid the Head’s decision to evacuate the school or not – such a decision will remain the decision of the Head.

Aide-Memoire 8 – Unplanned Loss or Shortage of Key Staff

(E.g. industrial action or illness)

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log (Page 6)			
Contact Head Teacher or Deputy			
Identify : Which staff are absent Timescale of shortage Critical services disrupted			
Convene School Incident Management Team if necessary (Page 14) Assess: SCALE, DURATION and IMPACT			
Inform as appropriate: Chair of Governors Teaching Staff Support Staff Parents/Carers Pupils Use Communications & Media Checklist (Page 56)			
Liaise with support organisations or services: Family Connect Resilience Unit Department for Education Services Area Education Officer Risk and Insurance See Contact List (Page 7)			
Alternative Teaching Staff Supply teachers contact list Agency staff			
Multi-skilled staff List of staff skills location Re-allocate staff			
Class Sizes Maintain acceptable ratio staff: pupils Can activities be arranged e.g. sports, assemblies, external providers			
Support Staff Consider human resources available: exam invigilators, after-school club leaders etc.			

Virtual Learning Environment Schools own 'e learning' website, or GCSE Bite size Remote learning/assessment			
School Timetable Alternative timetable to accommodate fewer staff			
Buddy Schools Liaise with neighbouring schools Shared staff/facilities			
Support for returning staff Is any support required after absence?			
See Unplanned Schools Closure Aide - Memoire (Page 26) for Business Continuity through a full closure.			

Aide-Memoire 9 – Denial of Access

(E.g. preserved scene: break-in investigation, alarms not working/electronic doors)

Action	Responsible	Completed? Time	Notes
Start and Maintain Incident Log (Page 6)			
Contact Head Teacher or Deputy (Contact Sheet page 7)			
Identify disruption: Damage to property or equipment Critical service functions			
Restrict access as necessary.			
Contact Police (999 or 101 for non-emergencies)			
Convene School Incident Management Team if necessary (Page 14) Assess: SCALE, DURATION and IMPACT			
Inform as appropriate: Governors Teaching Staff Support Staff Parents/Carers Pupils Use Communications & Media Checklist (Page 54)			
Liaise with support organisations or services: Family Connect Resilience Unit Department for Education Services Area Education Officer Risk and Insurance See Contact List (Page 7)			
Site Security List of key holders location Consider other means of access e.g. locksmith Ensure site access is restricted Keep records of those at or leaving site Security company			

<p>Health & Safety Is access limited by a hazardous event? E.g. fire, asbestos exposure, break-in Ensure health and safety of site attendees is monitored RIDDOR Contact Health and Safety Team</p>			
<p>Make alternative arrangements to cover (as necessary): Accommodation Lessons Activities After school clubs or events</p>			
<p>Remedial Action Initiate action necessary to regain access e.g. locksmith, repairs, clean-up Monitor ongoing works and liaise with stakeholders</p>			
<p>See Unplanned Schools Closure Aide -Memoire (Page 26) for Business Continuity through a full closure.</p>			

Aide-Memoire 10 – Failure of Technology or Loss of Data

(E.g. network disruption, damage to computers)

Action	Responsible	Completed? Time	Notes
Start and Maintain Incident Log (Page 6)			
Contact Head Teacher or Deputy (Contact Sheet page 7)			
Contact ICT Support / Internet Providers and establish: Timescale of loss Loss of personal/confidential data Back – up offered Critical services disrupted			
Severity of Impact: User groups/vulnerable groups affected Potential security breaches Safeguarding – liaise with school’s Designated Safeguarding Lead			
Convene School Incident Management Team if necessary (Page 14) Assess: SCALE, DURATION and IMPACT			
Inform as appropriate: Governors Teaching staff Support staff Parents/Carers Pupils Use Communications & Media Checklist (Page 54)			
Liaise with support organisations or services: Family Connect Resilience Unit Department for Education Services Area Education Officer Risk and Insurance See Contact List (Page 7)			
Alternative Data Locations or Facilities Offsite data/hard copies ‘Buddy School’ facilities			

<p>School Timetable Alternative timetable to compensate loss of lessons Failure of remote learning considerations Activities/specific sessions requiring technology re-arranged Controlled assessment and exam timetables</p>			
<p>Site Security and Access CCTV/alarms/access Points – all functioning? Consider limiting access points if not. Key holders identified Identification/visitor badges for ICT support/technology companies</p>			
<p>See Unplanned Schools Closure Aide- Memoire (Page 26) for Business Continuity through a full closure.</p>			

Aide-Memoire 11 – Loss of Key Suppliers, Partners or Third Parties

(E.g. liquidation of a supplier company)

Action	Responsible	Completed Date/Time	Notes
Start and Maintain Incident Log (Page 6)			
Contact Head Teacher and COO (Contact Sheet page 7)			
Contact Supplier/Partner and Establish: Timescale of loss Critical services disrupted Back-up options - suppliers			
Severity of Impact: User groups/vulnerable groups affected Proportion of school affected			
Convene School Incident Management Team if necessary (Page 14) Assess: SCALE, DURATION and IMPACT			
Inform: Governors Teaching staff Support staff Parents/Carers Pupils Use Communications & Media Checklist (Page 54)			
Liaise with support organisations or services: Family Connect Resilience Unit Department for Education Area Education Officer Risk and Insurance See Contact List (Page 7)			
Alternative Temporary Supplies/Facilities 'Buddy School' facilities Council assistance Secondary suppliers or partners			
Catering Requirements Alternative lunches Location - onsite/offsite			
School Timetable Alternative timetable to compensate for loss of supplies or third parties Activities/specific sessions re-arranged Controlled assessment and exam timetables			

Site Security and Access Unused areas locked up Key holders identified Identification/visitor badges for secondary suppliers etc.			
<p style="text-align: center;">See Unplanned Schools Closure Aide-Memoire (Page 26) for Business Continuity through a full closure.</p>			

Aide-Memoire 12 – Loss of Utilities

(E.g. disruption to water or electricity supply)

Action	Responsible	Completed Date/Time	Notes
Start Incident Log (Page 6)			
Contact Head Teacher and COO (Contact Sheet page 7)			
Contact Utility Company and Establish: Timescale of loss Areas of school affected Critical services disrupted Back-up options – generators etc.			
Restrict access as necessary.			
Level of Impact: Time of day Season/weather/temperature			
Convene Schools Incident Management Team if necessary (Page 14) Assess: SCALE, DURATION and IMPACT			
Inform: Governors Teaching Staff Support Staff Parents/Carers Pupils Use Communications & Media Checklist(Page 56)			
Liaise with support organisations or services: Family Connect Resilience Unit Department for Education Services Area Education Officer Risk and Insurance See Contact List (Page 7)			
Alternative Teaching Location Areas of school not affected 'Buddy School' facilities			
Catering Requirements Alternative lunches Location - onsite/offsite			
School Timetable Alternative timetable to compensate for loss of lesson time Alternative start or finish time. Controlled assessment and exam timetables			

Site Security and Access Unused areas locked up Key holders identified Identification/visitor badges for utility workers			
<p style="text-align: center;">See Unplanned Schools Closure Aide – Memoire (Page 26) for Business Continuity through a full closure.</p>			

Aide-Memoire No. 13 – Violence in School

(Assault: Racist, sexist and homophobic language, Threats of violence or intimidation, Any form of physical abuse including punching / pushing / tripping / slapping / kicking / biting and throwing of objects.)

Action	Responsible	Completed? Time	Notes
Report to the DSL or deputy immediately. For on-site and off-site incidents.			
DSL to liaise with the Head Teacher to start a written record to cover the circumstances, the incident and injuries.			
Identify those involved and assess the nature of the assault (as defined above)			
Restrict access to the scene and around the school as necessary.			
Allow victim(s) access to a private area where they can sit with a friend, colleague or trade union representative			
In consultation with the relevant local safeguarding partnership Threshold Guidance, the incident is to be reported to the local authority social care team and police with the views of the victim(s) taken into consideration.			
In all cases the victim(s) has the right to report the incident personally to the police if they so wish.			
A quiet area for written statements to be produced will be provided.			
The DSL will facilitate the victim(s) transport home, if they so wish. The DSL will ensure children receive appropriate medical treatment where appropriate. A full record any injuries should be maintained.			
Convene School Incident Management Team if necessary (Page 14) Inform as appropriate: Governors, Teaching Staff, Support Staff, Parents/Carers Pupils.			
Liaise with support organisations or services: Telford & Wrekin Council, Education & Skills, via Education Safeguarding Coordinator Public Relations (if the incident is likely to attract public and/or media attention) Risk and Insurance See Contact List (Page 7)			

<p>Site Security</p> <p>Is lockdown necessary?</p> <p>Review site security</p> <p>Ensure site access and egress is restricted</p> <p>Is the school now a crime scene?</p>			
<p>Health & Safety – Reporting</p> <p>All accidents/incidents arising in local authority schools from work activities should be reported on MyView the Council’s employee recording system as soon as possible (within 5 working days)</p> <p>Any serious incident should be reported to the Internal health and Safety team immediate</p> <p>For non-local authority schools, accidents/ incidents should be reported following your health and safety procedures</p>			
<p>Make alternative arrangements to cover the temporary disruption to:</p> <p>Accommodation, Lessons, Activities</p> <p>After school clubs or events etc.</p>			
<p>Identify an appropriate person to carry out an investigation into the matter and prepare a formal written report.</p>			
<p>Monitor the ongoing situation and liaise with those affected and their family as necessary</p>			
<p>Educational Psychologists and Behaviour Support may provide support services to schools in the management of pupils with subsequent emotional and behavioural difficulties.</p>			
<p>Following any assault/incident, the school is to re-visit their risk assessment.</p>			
<p>See Unplanned Schools Closure Aide -Memoire (Page 26) for Business Continuity through a full closure.</p>			

Communications and Media Checklist

Actions	Completed Date/ Time
Identify Communications and Media Lead	
Start and maintain a log (Use a copy of the Log Sheet on Page 6 if required)	
Liaise with emergency services and establish if they will be handling media	
Contact Telford and Wrekin Communications Unit via Duty Emergency Planning Manager – 07580 531257 (24/7)	
Gather facts: who, what, when and credibility of source	
Agree statement with partner agencies (Police, Fire, Ambulance & Local Authority)	
Check statement with legal advisers, if necessary	
If possible alert staff that a statement will be released at an agreed time – this is preferable to giving a ‘no comment’ answer to the media	
Type out press statement ready to be emailed or handed out on site – Council Communications Unit is also able to help with this	
Consider management of on-site media: parking and refreshments if appropriate	
Identify all interested parties that may need informing and prioritise: Use Specific Incident Aide-Memoires as a prompt	
Always use information provided by Police, Fire, Ambulance & other Local Authorities or other services to inform parents, carers and the public	
Designate a helpline number - The Local Authority Communication Unit may also be able to provide this service	
Keep phone lines for Emergency Services/Local Authority separate to the public or family/carers helpline	
Set up answer phone message which can be updated regularly	
Contact those directly affected either through a telephone conversation or face to face if possible	
Use text messages for quick transfer of information – not ideal in more sensitive circumstances or where alarm may be caused.	
Update the school website	
Use the local radio as a communication resource	
Use social media to spread advice and information: Facebook, Twitter etc.	

Recovery

Recovery: Short and Long Term

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

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

- The ongoing safety, health and wellbeing needs of the school community,
- The environment and physical infrastructure,
- communication strategies,
- The financial and economic recovery of the school
- The longer term impacts e.g... anniversaries, memorial services and VIP visits,
- Learning lessons from the incident to inform the future development of the business continuity plan.

	Action	Further Info/Details	Responsible?	Complete?
1.	Recovery Agree and plan the actions required to enable recovery and return to normality.	Agree actions dependant on the nature of the incident. Set timescales with responsibility for completion clearly indicated. Use Recovery Log on the following page (58)		
2.	Long Term Support Respond to any ongoing and long term support needs of staff and pupils	Educational Psychologists, Voluntary organisation support, Educational support from staff, Bereavement Services, Literature/advice on available help, Employee Counselling Service		
3.	Communication Once recovery actions are complete, communicate the return to 'business as usual'.	How? Who? When? Use Communications and Media Checklist (Page 54)		
4.	Debrief Carry out a 'debrief' of the incident with staff (and possibly with pupils).	Carry out a full incident debrief (Page 62) Document any improvements to be made and any lessons learned		

	Action	Further Info/Details	Responsible?	Complete?
5.	Plan Review Review this Emergency and Business Continuity Plan in light of lessons learned from the incident and the response to it.	Implement recommendations for improvement and update this plan. Produce revised version of the plan Ensure all School Incident Management Team members and relevant personnel are aware of the changes		

Recovery Log Sheet

Actions	Person Responsible	Completed Date/Time

Debrief and Lessons Learned

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

The person co-ordinating the incident needs to attend as well as key members of the incident team.

Appoint a facilitator, ideally someone who was not closely involved in the incident who can ask questions from an independent and non-biased perspective. The facilitator should be briefed to allow them to delve in more depth into key positives and criticisms. This is something that T&W Resilience Unit can do on behalf of the school if requested. Contact the Resilience Unit on 01952 381932 or email: resilience@telford.gov.uk

Go through the incident response step by step. Revisit the emergency plan and identify any deviation from plan. What changed and why?

Ask for specific feedback on a series of headings based on the key issues / areas for example:

Procedures

Communication

Liaison

Finance

Public Relations

Health and Safety

Resources

The key questions to address are:

What went well?

What didn't go so well?

What would we do if we were in the situation again?

Use the Example Agenda for an Incident Debrief as a guide (Page 62)

Complete a report to document recommendations and opportunities for improvement and any lessons identified. It is important that the Head Teacher or Chair of Governors takes ownership of the report to ensure that any actions are taken forward.

Agenda for an Incident Debrief

1. Welcome & introductions	
2. Summary of the incident	
3. Aim of the debrief	
4. Lessons learned:	
Procedures	
Communication	
Liaison	
Finance	
Public Relation	
Health and Safety	
Resources	
5. Summary of actions to carry forward	
6. Any other business	
7. Close of debrief	

Resources

School Site Information

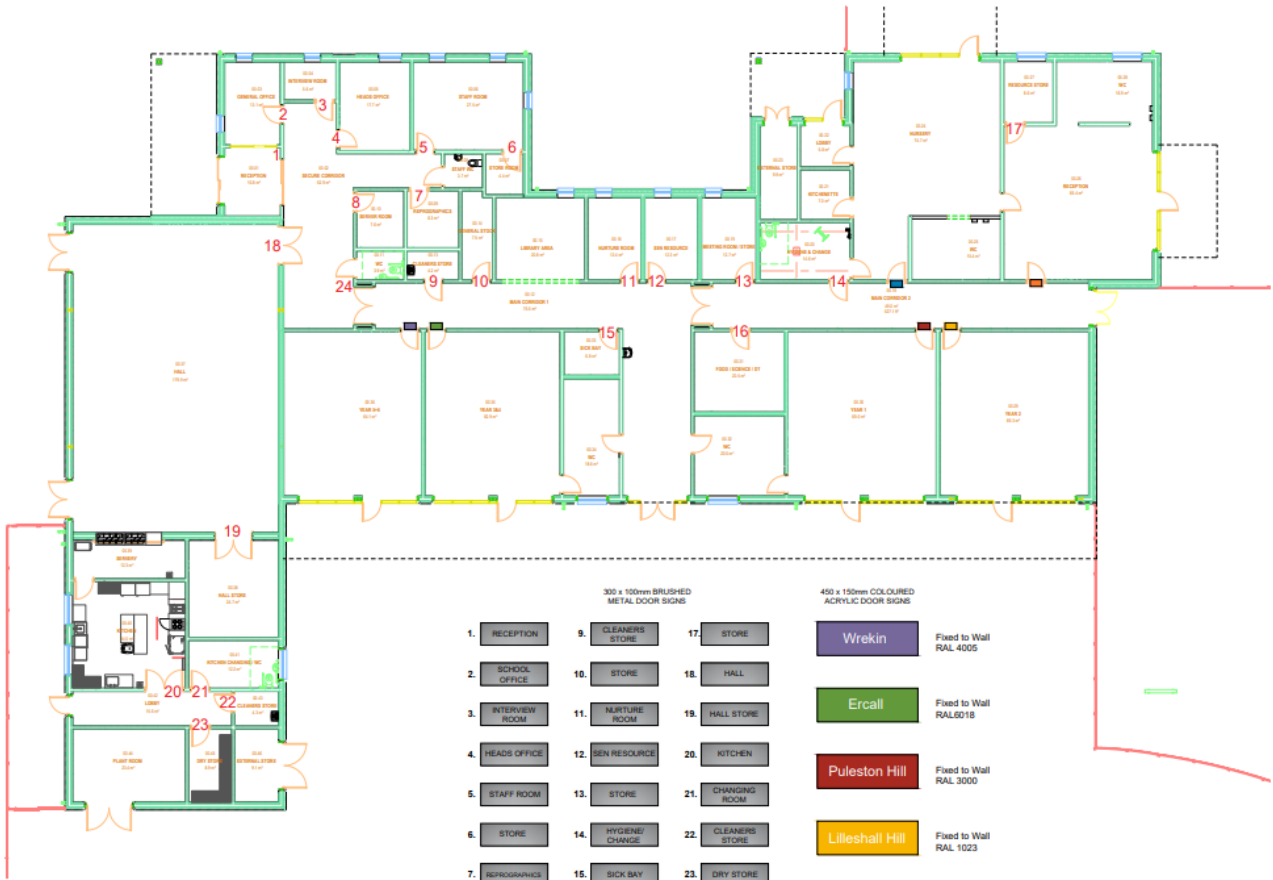
This section contains all site plans and maps that are specific to the school and may be needed in an emergency situation, including:

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

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

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

Site Plan / Floor Plan



300 x 150mm BRUSHED METAL DOOR SIGNS			450 x 150mm COLOURED ACRYLIC DOOR SIGNS	
1. RECEPTION	9. CLEANERS STORE	17. STORE	Wrekin	Fixed to Wall RAL 4005
2. SCHOOL OFFICE	10. STORE	18. HALL	Ercall	Fixed to Wall RAL6018
3. INTERVIEW ROOM	11. NURTURE ROOM	19. HALL STORE	Puleston Hill	Fixed to Wall RAL 3000
4. HEADS OFFICE	12. SEN RESOURCE	20. KITCHEN	Lilleshal Hill	Fixed to Wall RAL 1023
5. STAFF ROOM	13. STORE	21. CHANGING ROOM	Round Hill	Fixed to Wall RAL 2003
6. STORE	14. HYGIENE CHANGE	22. CLEANERS STORE	Buttermilk Hill	Fixed to Wall RAL 5015
7. REPROGRAPHICS	15. SICK BAY	23. DRY STORE		
8. HALL	16. FOOD & SCIENCE	24. CLASSROOMS		