**Business Continuity & Critical Incidents Plan**

Produced by Warrington Borough Council

and adopted by:

**Bewsey Lodge Primary School**

****

**DOCUMENT STATUS**

|  |  |  |
| --- | --- | --- |
| **Review** | **Date** | **Action** |
| 1 | October 2013 | New policy |
| 2 | September 2014 | Review of existing document |
| 3 | September 2014 | Shared with whole staff & CIMT. |
| 4 | September 2015 | Amended & shared at staff meeting – whole staff |
| 5 | November 2017 | Governor review of existing document – re-adopted |
| 6 | October 2018 | Revised Critical Incident Flowchart – Page 46 |
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| 8 | October 2019 | Revised Critical Incident Flowchart – Page 46 |
| 9 | October 2019 | Governor review of existing document – re-adopted |
| 10 | March 2020 | Revised Critical Incident Flowchart – Page 46Added staff to Critical Incident Management Team |
| 11 | October 2021 | Revised Critical Incident Flowchart – Page 46Updated staff on Critical Incident Management Team |
| 12 | October 2022 | Revised Critical Incident Flowchart – Page 46 |
| 13 | October 2023 | Revised Critical Incident Flowchart – Page 46 |

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This template and associated guidance has been designed to complement and enhance any existing Local Authority procedures and guidance, such as those covering Educational Visits and Health and Safety in Education Premises. It does not supersede those procedures or any existing arrangements for contacting key partners and the Emergency Services during a critical incident.

**\*\*\* As a user of the Business Continuity Plan you must familiarise yourself with the whole document upon receipt of it, and wherever necessary, raise any queries immediately with the Plan Owner, who is named in Part 1.4. \*\*\***

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##### 1.0 About this Plan

##### Document Control

|  |  |  |
| --- | --- | --- |
| Date | Revision/Amendment Details & Reason  | Author |
| October 2018 | Revised Critical Incident Flowchart – Page 46 | WBC |
| November 2018 | Governor review of existing document – re-adopted | WBC |
| October 2019 | Revised Critical Incident Flowchart – Page 46 | WBC |
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| October 2021 | Revised Critical Incident Flowchart – Page 46 | WBC |
| October 2022 | Revised Critical Incident Flowchart – Page 46 | WBC |
| October 2023 | Revised Critical Incident Flowchart – Page 46 | WBC |

# Plan Purpose

# To provide a flexible response so that Bewsey Lodge Primary School can:

# Respond to a disruptive incident (incident management)

* Maintain delivery of critical activities during an incident (business continuity)
* Return to ‘business as usual’ (resumption and recovery)

# Plan Remit

The following school functions are covered by this Plan:

* Teaching, school administration, catering, out of hours clubs, school trips

The following premises are covered by this Plan:

* Buildings including: classrooms, kitchen, offices, hall, staffroom, community rooms, outdoor play areas

# Plan Owner

Emma Williams (Headteacher) is this Plan’s Owner and responsible for ensuring that it is maintained, exercised and updated in accordance with School Policy for reviewing business continuity and emergency response plans.

# 1.5 Plan Distribution

# This Business Continuity Plan is distributed as follows:

|  |  |  |
| --- | --- | --- |
| NAME | ROLE | ISSUE DATE |
| Emma Williams | Headteacher | October 2023 |
| Liz Bailey | Deputy Head | October 2023 |
| Julie Iredale | School Business Manager | October 2023 |
| Ivan Hilditch | Site Manager | October 2023 |
| Sarah Hopson | Assistant Headteacher | October 2023 |
| Nat Muia | SLT & Attendance Lead | October 2023 |
| Nigel Spencer | Chair of Governors | October 2023 |
| Mike Jones | Chair of Resources | October 2023 |
| Whole staff | Via email & available in the safeguarding suite of policies | October 2023 |

1.6 Plan Review Schedule

This Plan will be updated as required and formally reviewed in line with the School’s review timetable.

# 2.0 Plan Activation

# 2.1 Circumstances

# This Plan will be activated in response to an incident causing significant disruption to the School, particularly the delivery of key/critical activities.

# Examples of circumstances triggering activation of this Plan include:

* Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption
* Loss of critical systems e.g. ICT failure, power outage
* Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency with the School in the Emergency Service’s cordon preventing access, , School facilities in use for General/Local Elections, severe weather scenarios or utilities failure
* Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical school activity such as your catering provider or any providers of transport e.g. for SEN pupils

**2.2 Responsibility for Plan Activation**

A member of the nominated **Critical Incident Management Team**[[1]](#footnote-1)will normally activate and stand down this Plan.

**2.3 Escalating a Serious Incident**

In all circumstances, one of the Children & Young People’s Services officers should be informed immediately of an incident to escalate and trigger Directorate support.

The following provides a list of key contacts.

**Key Warrington Borough Council Contacts**

|  |  |  |
| --- | --- | --- |
| Kate Guise | Critical Incident Co-ordinator | 01925 442759/07747 840944 |
| Education Safeguarding Service |  | 01925 442211 |

**OUT OF HOURS = 01925 443322 and state that you are reporting a School Critical Incident**

**2.4 Activation Process**



**3.0 Roles and Responsibilities**

**3.1 School Incident Management Team**

|  |  |  |
| --- | --- | --- |
| **Role** | **Responsibilities** | **Accountability / Authority** |
| Headteacher  | * Senior responsible owner of Business Continuity Management in the School
* Ensuring the School has capacity within it’s structure to respond to incidents
* Determining the School’s overall response and recovery strategy
 | The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis. |
| School Critical Incident Management Team  | * Leading the School’s initial and ongoing response to an incident
* Declaring that an ‘incident’ is taking place
* Activating the Business Continuity Plan
* Notifying relevant stakeholders of the incident, plan activation and ongoing response actions
* Providing direction and leadership for the whole School community
* Undertaking response and communication actions as agreed in the plan
* Prioritising the recovery of key activities disrupted by the incident
* Managing resource deployment
* Welfare of Pupils
* Staff welfare and employment issues
 | The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident. |

The following Staff have been identified as the School’s Critical Incident Management Team:

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Contact Details (delete/amend as necessary)** |
| Emma Williams | Incident Manager | Mobile Number: 07718 425212Email Address: head@bewseylodge.co.ukOut of Hours Contact Details: 07718 425212 |
| Liz Bailey | Deputy Incident Manager | Mobile Number:07718 425210Email Address:senco@bewseylodge.co.ukOut of Hours Contact Details: 07852 151359 |
| Nat Muia and Sarah Hopson | Continuation of Teaching and Learning Coordinators | Mobile Number: 07725 177085 – Natalie 07910 361712 - SarahEmail Address:natalie.muia@bewseylodge.co.uk Sarah.hopson@bewseylodge.co.ukOut of Hours Contact Details: as above |
| Julie Iredale | Administration and Finance Coordinator | Mobile Number: 07747 016924Email Address: busman@bewseylodge.co.ukOut of Hours Contact Details: as above |
| Ivan Hilditch  | Site safety Coordinator | Mobile Number: 07811 725068Email Address: maintenance@bewseylodge.co.ukOut of Hours Contact Details: as above |

**3.2 Additional Response and Recovery Roles**

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

|  |  |  |
| --- | --- | --- |
| **Role** | **Responsibilities** | **Accountability / Authority** |
| Incident Loggist (record keeper) | * Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately
 | Reporting directly to the Headteacher or School Incident Management Team. |
| Media Coordinator | * Collating information about the incident for dissemination in Press Statements
* Liaison with Warrington Borough Council’s Press Office to inform media strategy
 | The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media. |
| Stakeholder Liaison  | * Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all):
* Governors
* Parents/Carers/carers
* Key Warrington Borough Council Services
* School Crossing Patrol
* School Transport Providers
* External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc
 | All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher (or School Incident Management Team if the Headteacher is unavailable). |
| Site Manager | * Undertaking duties as necessary to ensure site security and safety in an incident
* Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure
* Lead point of contact for any Contractors who may be involved in incident response
 | Reporting directly to the Headteacher or School Incident Management Team. |
| School Business Manager | * Ensuring the resilience of the School’s ICT infrastructure
* Liaison with Warrington Borough Council ICT support or external providers (if applicable)
* Work with the Business Continuity Coordinator to develop proportionate risk responses
 | ICT Coordinator reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reporting to the School Incident Management Team. |
| Chair of governors | * Act as single point of contact for all governors
* Hold list of governors to be contacted in order
* To delegate on behalf of governing body agreed responsibilities according to skills/experience on the GB
* Keeping the information flow regular and

Update governors when neededTo have regular communication with HT and inform governors of outcomesTo act as point of referral for press release on behalf of all governors |  |

**3.3 The Role of Governors**

|  |  |  |
| --- | --- | --- |
| **Role** | **Responsibilities** | **Accountability / Authority** |
| Board of Governors | * Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents
* Undertaking actions as required to support the School’s response to a disruptive incident and subsequent recovery
* Acting as a ‘critical friend’ to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable
* Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers
 | Liaison with the Headteacher or School Incident Management Team in response to a crisis.Reporting progress in developing Business Continuity Plans to Parents/Carers  |

**4.0 Incident Management**

**Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not ‘no notice’ emergencies but have the potential to disrupt School activities e.g. computer virus, flu pandemics, a pre - planned strike, forecast for heavy snow or a power outage etc**

**4.1 Purpose of the Incident Management Phase**

The purpose and priorities for this phase are to:

* Protect the safety and welfare of pupils, staff, visitors and the wider community
* Protect vital assets e.g. equipment, data, reputation
* Ensure urgent and necessary communication takes place
* Support the Business Continuity phase
* Support the Recovery and Resumption phase

**4.2 Incident Management Actions**

|  | **ACTION** | **FUTHER INFO/DETAILS** | **ACTIONED? *(tick/cross as appropriate)*** |
| --- | --- | --- | --- |
|  | Make a *quick* initial assessment:* Survey the scene
* Assess (i.e. scale/severity, duration & impact)
* Disseminate information (to others)
 | Gather and share information to facilitate decision-making and enhance the response*A full impact assessment form can be found in Appendix A*  | [ ]  |
|  | Call the Emergency Services (as appropriate) | TEL: 999Provide as much information about the incident as possible | [ ]  |
|  | * Evacuate the School building, if necessary.
* Consider whether it may be safer or better for the welfare of pupils to stay within the School premises and congregate at a relative place of safety indoors.
* If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities
* Notify relevant stakeholders of site evacuation
 | * Use normal fireevacuation procedures for the School
* Consider arrangements for staff/pupils with special needs
* If the decision is to stay within the School, ensure the assembly point is safe and take advice from Emergency Services as appropriate
 | [ ]  |
|  | Ensure all Pupils, Staff and any School Visitors report to the identified Assembly Point. | The normal **Assembly point** for the School is: School Playground.The **alternative Assembly Point** for the School is: SLT are aware of meeting point | [ ]  |
|  | Check that all Pupils, Staff, Contractors and any Visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contactors and Visitors as a priority | Office personnel will be responsible for collecting and taking to the assembly point: * Staff signing in/out book
* Class registers
* Visitors signing in/out book
 | [ ]  |
|  | Ensure appropriate access to site for Emergency Service vehicles | Ensure any required actions are safe by undertaking a dynamic risk assessment | [ ]  |
|  | Establish a contact point for all supporting personnel | Consider the availability of staff and who may be best placed to communicate information  | [ ]  |
|  | Identify School Incident Management Team to undertake specific emergency response roles | *Information on roles and responsibilities can be found in Section 3.0* | [ ]  |
|  | Ensure a log of key decisions and actions is started and maintained throughout the incident  | *The Log template can be found in Appendix B*  | [ ]  |
|  | Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping  | This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident | [ ]  |
|  | * Take further steps to assess the impact of the incident
* Agree response / next steps
 | Continue to record key decisions and actions in the incident log*The impact assessment form can be found in Appendix C.*  | [ ]  |
|  | Log details of all items lost by Pupils, Staff, Visitors etc as a result of the incident, if appropriate | *A form for recording this information is in Appendix D* | [ ]  |
|  | Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance | Depending on the incident, the following Teams in Children’s Services may be approached to assist with incident management:* WBC Critical Incident Support for Schools
* Planning and Accommodation
* Education Psychology Service
* Legal team
* Press communications team
 | [ ]  |
|  | If appropriate, arrange contact with the Council Press Office via WBC Support for Schools. | Establish a media area if necessary. |  |
|  | Assess the key priorities for the remainder of the working day and take relevant action  | Consider actions to ensure the health, safety and well-being of the School community at all times.Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc to ensure the impact of the disruption is minimised.*Business Continuity Strategies are documented in Section 5.3*Consider the School’s legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure. | [ ]  |
|  | Ensure Staff are kept informed about what is required of them | Consider:* what actions are required
* where staff will be located
* Notifying Staff who are not currently in work with details of the incident and actions undertaken in response
 | [ ]  |
|  | Ensure Pupils are kept informed as appropriate to the circumstances of the incident | Consider communication strategies and additional support for pupils with special needs. Consider the notification of pupils not currently in School. | [ ]  |
|  | Ensure Parents/Carers are kept informed as appropriate to the circumstances of the incident.Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date. | Agree arrangements for parents/carers collecting pupils at an appropriate timeConsider how emergency communication needs will be established e.g. phone lines, text messaging service and website update | [ ]  |
|  | Ensure Governors are kept informed as appropriate to the circumstances of the incident | Chair of governors to act as communication liaison between school and rest of Governing body. | [ ]  |
|  | Consider the wider notification process and the key messages to communicate | Local Radios may be useful in broadcasting key messages | [ ]  |
|  | Communicate the interim arrangements for delivery of critical School activities | Ensure all stakeholders are kept informed of contingency arrangements as appropriatewebsite/telephone/text/email/ through WBC telephone line and websitekey stakeholders to take responsibility for their designated roles  | [ ]  |
|  | Log all expenditure incurred as a result of the incident  | Record all costs incurred as a result of responding to the incident *The Financial Expenditure Log can be found in Appendix F* | [ ]  |
|  | Seek specific advice/ inform your Insurance Company as appropriate |  | [ ]  |
|  | Ensure recording process in place for staff/pupils leaving the site | Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required | [ ]  |

**4.3 Examples and Guidance on Specific Incidents Focussed on People**

**Assault on a student or member of staff**

When a member of staff or student has been assaulted, the matter should be reported to the Headteacher immediately, who should ensure that the following action is taken:

* If the victim(s) requires medical attention, request a first-aid trained member of staff to see to the injury and call 999 if needed.
* Request students not involved in the incident to move away from the area and return to classrooms, if appropriate.
* Where the incident involves a fight or assault between students identify all those involved and request a member of staff to take them to a separate room away from other students.
* If appropriate to the nature of the incident, written statements, which should be purely factual, should be secured as soon as possible from any witnesses, and the names of witnesses should also be obtained.
* If the assault is on a member of staff, they should also prepare a statement as soon as possible.
* Ideally all statements should be prepared on the day of the incident, but the member of staff should be advised to contact his/her professional association before making the statement if they wish.
* Staff are requested to record as much information as is practicable about the incident and the background to it. The head teacher should hold all statements for reference in any future enquiry.
* If the assailant is an unknown intruder and/or has a weapon of any sort, attempt to move all students and staff to a safe location or room away from the threat and call 999.
* Try to remain calm and reassure the children to prevent panic.
* Do not attempt to restrain any individual that is leaving the school premises, unless it is a pupil and you fear for their safety, and contact the school head teacher or other senior member of staff as soon as possible to make them aware of the situation.
* Assault on its own does not necessarily involve physical injury or contact: the apprehension or fear and expectation of such violence is sufficient to cause trauma.
* There is no power of arrest for common assault. This does not mean that reasonable force cannot be used to restrain an assailant in the prevention of assault or further assault. However, a police officer has a common-law power to take whatever action is necessary to prevent a breach of the peace.
* Depending on the circumstances of the case, the police may:
	+ Decide not to take action
	+ Caution a person who admits the offence
	+ Press charges
* If the police decide to take no action, it is also open to any other person, including the victim, the head teacher, local authority, governing body or teacher unions and organisations to start a private prosecution.
* An assault occasioning actual bodily harm is a more serious offence. The essential additional element, when compared with common assault, is the infliction of significant, but not necessarily permanent or disabling, injury. This could include significant bruising, cuts, or other injury requiring medical treatment. It also includes psychiatric harm over and above minor emotional upsets.
* Schools should ensure that adequate procedures are in place to record all incidents of physical or verbal abuse (e.g. harassment, or threatening or abusive behaviour). Whilst these may not necessarily require an emergency response, the recording of such events can be used to note the frequency of such disturbances and possibly indicate wider trends

**Use of force to restrain students**

Refer to school’s positive handling policy.

**Bereavement**

* In the event of the death of a student or member of staff, the school should call 999 in the first instance and also contact WBC to notify them of the situation.
* Where the deceased is a member of staff, WBC will take the necessary actions in alerting the Human Resources team to make contact with their family. WBC will also provide liaison with the school to arrange for temporary or supply teachers, where required.
* The school is responsible for informing staff, students and the wider school community of the death and liaising with the family of the deceased to ascertain what information can be released.
* It may be appropriate for the school to provide a representative at the funeral and organise a sympathy card for the family.
* In the event of the death of a student (or a number of students) the school should contact WBC and request assistance where required.
* The school Incident Manager should convene an Incident Management Team if applicable, and notify all staff of the death.
* It may be appropriate to close the school early, though this will be dependent upon the nature and timing of the incident.
* If the death has generated media interest, contact the WBC Communications Team who can assist in managing the press organisations need for information and assist in drafting statements and/or letters.
* Students should be told as soon as possible of a person’s death. This is to prevent them learning from some other, possibly inappropriate, source.
* Whenever possible they should hear the news from someone close to them, in familiar surroundings. It is very important to tell the truth as far as it is known.
* Children may not take everything in at this stage. They will go over and over the facts later, asking more questions and gradually assimilating the information. Do not worry about having to keep on giving the same answers.
* These points encapsulate the overall message in helping bereaved children:
	+ Try to maintain feelings of security, of being cared for and loved.
	+ Maintain all the necessary practical care.
	+ Be honest at the child’s level of understanding.
	+ Continue to talk and communicate.
	+ Do not pretend to believe what you don’t believe.
	+ Try to understand the child’s feelings and reassure where possible.
	+ Don’t be afraid to say ‘I don’t know’.
	+ Don’t be afraid to share your own feelings.
	+ Remember there are others who can help.
	+ Don’t be afraid to admit to colleagues and family that you can’t cope at any particular time.

**Hostage situation in the school**

* **If someone is taken hostage in the school premises the school should seek to evacuate the rest of the site and call the police.**
* Key areas of consideration if taken hostage:
	+ Do not try to intervene or be a hero
	+ Co-operate fully with the instructions of the hostage-taker
	+ Try to remain calm and spread calmness – the children are likely to copy your behaviour
* If possible, the Incident Manager or nominated deputy should convene key members of the IMT outside of the school and make contact with WBC to provide support in managing the incident.
* Students and staff should be separated from the hostage. They should be evacuated from the premises and convened at the designated assembly points or other locations as instructed by the police.
* Attempt to account for all individuals via registers and identify which persons are still inside the building.
* It is likely that the press will be interested in the incident and would be marshalled by police officers at the scene, in liaison with the WBC Communications Team and the designated school Communications Officer, where available.
* It is unlikely that students or staff would be able to re-enter the school building following the resolution of the crisis until at least the following day. Therefore, school staff should liaise closely with WBC and the police to arrange for a safe location to take students until they can be collected by their parents.

**Missing child / abduction / runaway**

* **Where a child is thought to have been abducted the school should immediately call the police.**
* **Where a child is missing the Head teacher should alert relevant staff in the school and institute a search of the school grounds and buildings.**
* Consideration will be given to the individual circumstances and the child’s records e.g. the child’s age, mental capacity, whether the child has never gone missing before or whether the child has a record of leaving school without permission.
* If the child is not found in this immediate search the school should call the child’s parents to see whether child is with them. Care should be taken not to alarm parents unnecessarily, particularly if the student has only been missing for a short period of time and is not thought to have been abducted.
* Teachers should speak to classmates of the missing person who may know of their whereabouts.
* If they are still presumed missing, the school should alert the Police.
* Where the child’s behaviour record indicates a history of running away then the school should also contact CYP, who may seek assistance from their educational psychology service and social care teams.
* Where staff are available and where it is reasonable to do so, the areas adjacent to the school or where the child is known to frequent will be searched, in liaison with the police.
* When a pupil goes missing students and staff may be traumatised and some counselling may be needed.
* Irrespective of whether a student goes missing from home or school, it is likely that the school will become involved either directly or indirectly.
* If a runaway returns, he or she will require sensitive reintegrating into school.

**Identifying potential runaways**

* Sometimes a student who is considering running away will regard their teacher as their only trusted adult, so it is important that teachers know what signs to look out for and are able to identify potential children at risk. Some of the unusual patterns of behaviour present in students at risk are:
	+ Marked variations in mood, e.g. extreme highs, or outbursts of anger
	+ Appetite change, accelerated weight loss or gain
	+ Depression, lack of motivation, detachment
	+ Lack of concentration, extreme tiredness
	+ Self-neglect
	+ Social changes, disassociation from friends
	+ Absenteeism
* Other factors which can help to assess risk include: previous history, stress-related symptoms, family breakdown and other significant life changes. Many potential runaways feel isolated and a teacher can help by:
	+ Taking time to talk and listen
	+ Not probing or appearing judgemental
	+ Helping the student get appropriate help
	+ Teaching the whole class critical life-skills

**Offensive weapons**

* Offensive weapons include knives and guns, but could also include hand tools or even pencil sharpener blades where these are being used or threatened to be used in an offensive manner.
* As a general rule, the Police will be called to deal with any incident believed to involve a weapon. An assessment should be made of the seriousness of the incident to help the police make their own judgement on the nature and immediacy of the response.
* There may be exceptional circumstances where staff decide they need to take action before the police arrive.
* It might be appropriate for members of staff to ask a pupil to hand the weapon over willingly or search a pupil who agreed to co-operate. Such action comes within a teacher’s authority to discipline a child. However staff are under no obligation to search a pupil themselves. The Police are empowered to undertake a search where a pupil declines to co-operate.
* Teachers should not confront a pupil or person suspected of possessing a weapon in the presence of other pupils if this can be avoided. Preferably two or more members of staff should divert the pupil or person to a place where no other pupils are present.
* It is a criminal offence to carry an offensive weapon or knife on to school premises, including playing fields.
* Where the person suspected of carrying an offensive weapon is not a registered pupil at the school, or where an incident involving a pupil takes place outside school premises, any search should be undertaken by the police.

**Notifiable disease**

Diseases notifiable (to Local Authority Officers) under the Health Protection (Notification) Regulations 2010:

|  |  |
| --- | --- |
| * Acute encephalitis
* Acute infectious hepatitis
* Acute meningitis
* Acute poliomyelitis
* Anthrax
* Botulism
* Brucellosis
* Cholera
* Coronavirus
* Diphtheria
* Enteric fever (typhoid or paratyphoid fever)
* Food poisoning
* Haemolytic uraemic syndrome (HUS)
* Infectious bloody diarrhoea
* Invasive group A streptococcal disease
* Legionnaires’ Disease
* Leprosy
 | * Malaria
* Measles
* Meningococcal septicaemia
* Mumps
* Plague
* Rabies
* Rubella
* SARS
* Scarlet fever
* Smallpox
* Tetanus
* Tuberculosis
* Typhus
* Viral haemorrhagic fever (VHF)
* Whooping cough
* Yellow fever
 |

As of April 2010, it is no longer a requirement to notify the following diseases: Dysentery, Leptospirosis, Ophthalmia neonatorum, Relapsing fever and Viral hepatitis. These and other diseases that may present significant risk to human health may be reported under Other significant disease category.

**4.4 Specific Incidents Focused on Property**

**Bomb threat / suspect packages**

Please Note: A separate bomb evacuation point **at least 500m** away from the premises should be identified.

* If you receive a bomb threat or warning by telephone:
	+ Keep calm and attempt to write down what is being said by the caller.
	+ Try to keep the caller on the phone and ask questions such as; “When will it go off?”, “Where is it?”, “What does it look like”. The words used by the caller can often indicate how familiar he or she is with your premises, thereby giving some indication as to whether the threat is genuine or otherwise.
	+ Where possible note any unusual accent or background noise.
	+ Once the caller has hung up notify the head teacher immediately.
* If you receive a bomb threat or warning by post:
	+ Keep physical handling of the letter to a minimum
	+ Notify the head teacher immediately
* Contact the police.
* It may be appropriate for staff to check areas of the building for suspect packages to ascertain whether:
	+ There are any suspicious objects, i.e. items you would not normally expect to see in that location
	+ There are major items that cannot be accounted for, e.g. items which you would normally expect to be in position but are missing
	+ Anything is out of place
	+ There is anything unusual, i.e. was a window or door left open that would not normally be open? Has anything been disturbed or items removed?
* Do not touch or remove any suspicious object.
* Seek police advice as to whether the school should be evacuated – this decision is ultimately the responsibility the school.
* Evacuate the premises if it is necessary to do so using the fire alarm procedure and take a register of persons at the designated bomb assembly point.

**Carbon Monoxide Leakage**

* Carbon monoxide is colourless and odourless. It is a product of the incomplete combustion of gas, for example in a central heating boiler or gas fired convector heater. This can be caused by inadequate ventilation or mechanical faults resulting in the leakage of carbon monoxide into the surrounding area.
* Carbon monoxide can make people feel sleepy and fall unconscious from oxygen starvation. Inhalation of carbon monoxide can also turn the skin pink.
* In the case of suspected carbon monoxide leakage:
	+ Call the site / Maintenance Officer.
	+ If a number of persons have been taken ill call the emergency services (ambulance and fire service)
	+ Open all doors and windows.
	+ Switch off and isolate the appliance that is suspected of causing the leak, if this is possible.
	+ Evacuate the room or area where the leak is suspected. In some cases it may be necessary to evacuate part or all of the building.
	+ Notify the head teacher who should consider invoking the school emergency plan.
	+ Contact a CORGI-registered contractor to attend the site, or the Property Related contact number (see Appendix J)
	+ - Contact WBC CYP to alert them of the incident and request their assistance where required.

**Chemical / toxic hazardous material spillage**

* Substances hazardous to health most likely to be found in educational establishments include:
	+ Any chemical which comes from a supplier labelled very toxic, toxic, harmful, corrosive or irritant
	+ Micro-organisms
	+ Dust of any kind when present as a substantial concentration in the air
* Substances may be hazardous through inhalation, ingestion, absorption through the skin or skin contact.
* In schools and colleges, such substances will be found usually in laboratories, practical workshops, cleaner’s cupboards and (in the case of pesticides) sometimes in the school playing fields.
* In the event of a toxic or chemical spillage in the school:
	+ Call the site / Maintenance Officer immediately, if there is one
	+ If it is safe to do so identify the substance spilled and take necessary action to minimise contamination if trained to do so.
* It may be necessary to evacuate the room and ensure windows are opened.
* If spill is severe, evacuate part or all of the building, using fire drill procedures if necessary.
* Move all persons to a safe location, and call the emergency services. The Fire & Rescue Service are the lead agency in dealing with chemical / toxic / hazardous spillage incidents.
* If severe spill is immediately outside the building:

- Follow procedures to contain all persons within the building.

- Ensure all doors and windows are locked.

- Switch off fans or air conditioning

- Avoid using electrical equipment in case sparks are produced.

- Do not smoke.

* Contact the relevant number (see Appendix J) and seek further advice from the Fire & Rescue Service if they are required

**Gas leak**

If you smell gas, or suspect there is a gas escape, you should immediately do the following:

- Open all doors and windows.

- Call facilities / site manager.

- Shut off the gas supply at the meter control valve (if you know where it is).

- Notify the head teacher of the incident.

- Evacuate part or all of the premises as necessary.

- If gas continues to escape, call the gas company on their emergency number, as listed in the Emergency Pack

**Heating failure**

* In the event of a failure of the heating system the head teacher should alert the site / Maintenance Officer who will ascertain the cause of the failure and try to get the system working.
* If this is unsuccessful then the school should contact the WBC contractor to assist restoring heating supply.

**Required temperatures**

* The Education (School Premises) Regulations 1996 set a standard of 18ºC in teaching areas and 15ºC in the hall/gymnasium, corridors, cloakrooms and toilets where the external air temperature is - 1ºC or above.
* Failure to reach these temperatures is usually a maintenance issue, but where there is a mechanical breakdown which puts the heating system out of action for any length of time, consideration needs to be given to whether it is appropriate for the building to be occupied.
* Where the above temperatures cannot be maintained in the occupied parts of the school, then the head teacher will consider whether any of the following actions may be appropriate:
	+ Take the affected areas out of use
	+ Provide temporary heaters (N.B. this should be subject of a risk assessment by the head teacher as there may be hazards such as high surface temperatures, naked flames or fumes from bottled gas depending on the types of heaters to be used).
	+ Notify WBC of the difficulty and seek assistance in providing temporary heaters or additional contractors to resolve the problem where possible.
	+ If it is not possible to achieve the required temperatures, the head teacher should consult with WBC to close the school. Consideration should be given to looking after children until they can be collected by their parents, particularly in cold weather.

**Lightning strikes**

* If pupils and staff are outdoors, avoid water, hilltops and trees. Stay away from any metal objects and avoid contact with others.
* If you think pupils are at risk of being struck, inform them to drop to their knees and bend forward. DO NOT LAY FLAT.
* If in a building, instruct the pupils to move away from windows and do not touch metal structures or phones and computers.
* If the school is struck by lightning ensure all persons stay away from electrical equipment and evacuate the site if this is appropriate.
* Contact the emergency services to assist any injured persons.
* Notify WBC of the incident, using the Property or People Related contact numbers and request the contractor service to undertake any electrical testing and repairs that are needed.

**Storm warnings**

* It is considered that winds forecast in excess of 70 mph or storm force 8 (Beaufort Scale) could represent a potential danger to some buildings, trees or other structures.
* National radio and television networks provide a regular update of weather forecasts as well as local radio stations, which would be able to provide more localised information.
* In addition WBC will be notified via the Meteorological Office to provide early warning for severe weather in the area. WBC will notify schools if a storm warning, as described above, is likely to affect the area.

**Safety information in the event of potentially destructive stormy weather**

* Safety of pupils and staff has to take priority. Lessons may have to be disrupted and movements within the school should be kept to a minimum.
* Particular attention should be given to minimising movements outside school buildings because of the risk of falling tiles, masonry and other debris.
* Outside play and other activities should be risk assessed and consideration given as to whether they should be cancelled (including school trips and swimming lessons).
* Consider whether it is safe for children to cycle home.
* In the case of schools with two or more access points, consideration should be given to using (if possible) an entrance on the leeward side of the site.
* Check the site for potential damage from dead branches/trees or other potential risks.

**Precautions in the event of potentially destructive stormy weather**

* Close all doors and windows.
* Close all blinds and curtains.
* Establish the wind direction and advise all staff and pupils to keep well away from windows directly exposed to it. Whenever possible, rooms on the leeward side of the building and ground floor area should be used.
* Evacuate rooms which are both downwind of and close to any trees.
* Mobile and demountable buildings should be evacuated and pupils relocated into “safe” areas of the main building(s).

**5.0 Business Continuity**

5.1 Purpose of the Business Continuity Phase

The purpose of the business continuity phase of your response is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. This may involve activation one or more of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some ‘non critical’ activities may need to be suspended at this time.

**5.2 Business Continuity Actions**

|  | **ACTION** | **FUTHER INFO/DETAILS** | **ACTIONED? *(tick/cross as appropriate)*** |
| --- | --- | --- | --- |
|  | Identify any other stakeholders required to be involved in the Business Continuity response  | Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners  | [ ]  |
|  | Evaluate the impact of the incident  | Take time to understand the impact of the incident on ‘business as usual’ School activities by communicating with key stakeholders to gather information.Consider the following questions:* Which School activities are disrupted?
* What is the impact over time if these activities do not continue?
* Would the impact be:
* Manageable? [ ]
* Disruptive? [ ]
* Critical? [ ]
* Disastrous? [ ]
* What are current staffing levels?
* Are there any key milestones or critical activity deadlines approaching?
* What are your recovery time objectives?
* What resources are required to recover critical activities?
 | [ ]  |
|  | Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3) | Consider: * Immediate priorities
* Communication strategies
* Deployment of resources
* Finance
* Monitoring the situation
* Reporting
* Stakeholder engagement

Produce an action plan for this phase of response. | [ ]  |
|  | Log **all** decisions and actions, including what you decide **not** to do and include your decision making rationale | Use the Decision and Action Log to do this.*The log template can be found in Appendix B* | [ ]  |
|  | Log all financial expenditure incurred | *The Financial Expenditure Log can be found in Appendix E* | [ ]  |
|  | Allocate specific roles as necessary | Roles allocated will depend on the nature of the incident and availability of staff  | [ ]  |
|  | Secure resources to enable critical activities to continue/be recovered | Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc | [ ]  |
|  | Deliver appropriate communication actions as required | Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders e.g. Staff, Parents/Carers, Governors, Suppliers, Local Authority, Central Government Agencies etc. | [ ]  |

**5.3 Business Continuity Strategies**

|  |  |  |
| --- | --- | --- |
|  | **Arrangements to manage a loss or shortage of Staff or skills** | **Further Information**(e.g. Key contacts, details of arrangements, checklists) |
|  | Use of temporary staff e.g. Supply Teachers, Office Staff etc |  |
|  | Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave |  |
|  | Using different ways of working to allow for reduced workforce, this may include:* Larger class sizes (subject to adult and child ratios)
* Use of Teaching Assistants, Student Teachers, Learning Mentors etc
* Virtual Learning Environment opportunities
* Pre-prepared educational materials that allow for independent learning
* Team activities and sports to accommodate larger numbers of pupils at once
 |  |
|  | Suspending ‘non critical’ activities and focusing on your priorities |  |
|  | Using mutual support agreements with other Schools |  |
|  | Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc |  |

|  |  |  |
| --- | --- | --- |
|  | **Arrangements to manage denial of access to your premises or loss of utilities** | **Further Information**(e.g. Key contacts, details of arrangements, checklists) |
|  | Using mutual support agreements with other Schools |  |
|  | Pre-agreed arrangements with other premises in the community i.e. Great Sankey High School, Leisure Centre, Other Primary Schools |  |
|  | Virtual Learning Environment opportunities |  |
|  | Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises portfolio |  |
|  | Off-site activities e.g. swimming, physical activities, school trips |  |

|  |  |  |
| --- | --- | --- |
|  | **Arrangements to manage loss of technology / telephony / data / power** | **Further Information**(e.g. Key contacts, details of arrangements, checklists) |
|  | Back–ups of key school data e.g. SIMs/FMS remote back-ups, external drive or memory stick back–ups, photocopies stored on and off site |  |
|  | Reverting to paper-based systems e.g. paper registers, whiteboards etc |  |
|  | Flexible lesson plans |  |
|  | Emergency generator e.g. Uninterruptible Power Supply (UPS) |  |
|  | Emergency lighting  |  |

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| --- | --- | --- |
|  | **Arrangements to mitigate the loss of key suppliers, third parties or partners** | **Further Information**(e.g. Key contacts, details of arrangements, checklists) |
|  | Pre-identified alternative suppliers |  |
|  | Ensuring all external providers have business continuity plans in place as part of contract terms |  |
|  | Insurance cover |  |
|  | Using mutual support agreements with other Schools |  |
|  | Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it |  |

**6.0 Recovery and Resumption**

6.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume ‘business as usual’ working practises for the School as quickly as possible. Where the impact of the incident is prolonged, ‘normal’ operations may need to be delivered under new circumstances e.g. from a different location.

**6.2 Recovery and Resumption Actions**

|  | **ACTION** | **FUTHER INFO/DETAILS** | **ACTIONED? *(tick/cross as appropriate)*** |
| --- | --- | --- | --- |
|  | Agree and plan the actions required to enable recovery and resumption of normal working practises | Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated. | [ ]  |
|  | Respond to any ongoing and long term support needs of Staff and Pupils | Depending on the nature of the incident, the School Incident Management Team may need to consider the use of Counselling Services  | [ ]  |
|  | Once recovery and resumption actions are complete, communicate the return to ‘business as usual’. | Ensure all staff are aware that the business continuity plan is no longer in effect. As appropriate through website/telephone/text/email. Appropriate stakeholders with responsibilities to communicate as per their delegated roles to other stakeholders e.g. Parents/Carers, Local Authority etc] | [ ]  |
|  | Carry out a ‘debrief’ of the incident with Staff (and possibly with Pupils).Complete a report to document opportunities for improvement and any lessons identified | The incident de-brief report should be reviewed by all members of the School Incident Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the School. | [ ]  |
|  | Review this Continuity Plan in light of lessons learned from incident and the response to it | Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan is read by all members of the Business Continuity Team | [ ]  |

**6.3 Further Considerations of Business Continuity Incident Management**

**Those providing support need support**

Be aware of the possible delayed reactions for those actively involved in responding to a critical incident. Staff who are coordinating the school’s response should be supported and relief periods should be scheduled for them.

Teachers are vital in supporting students through a critical incident; but they also need and deserve informed guidance and emotional support themselves.

Staff closely associated with the students involved or affected by the incident should be offered opportunities for debriefing and counselling.

**Support for head teachers and senior managers**

The strains of leading a school through a critical incident can be profoundly disturbing but may not be identified or acknowledged until after the crisis has subsided. The support of family, senior colleagues, governors, other heads and close friends need to be engaged.

Experience is that head teachers and senior managers often underestimate the impact of critical incidents on themselves and may be reluctant to seek support.

**Implications for the wider curriculum**

* Consider the inclusion of training for staff in areas such as loss, change or bereavement as part of the school’s development plan.
* Consider the provision of relevant fiction and non-fiction books in the school library.
* Consider, within PSHE, discussions with students about what are normal reactions to stress or crises and give them guidance about practical measures to alleviate the stress responses, e.g. relaxation techniques or positive imagery.

Consider the inclusion of skills or projects within PSHE concerned with the cycle of life and death.

**7.0 Appendices**

|  |  |
| --- | --- |
|  | **Content** |
| A | Emergency Pack – Quick checklists immediate to on-going actions  |
| B | Log Template |
| C | Impact Assessment Form |
| D | Lost Property Form |
| E | Financial Expenditure Log  |
| F | Contents of Emergency Box / ‘Grab bag’ |
| G | Risk Identification, Evaluation and Management Matrix |
| H | Incident Management Decision-Making Tool |
| I | Sample Letter to Parents |
| J | Critical Incidents Flowchart |

**Emergency Pack**

**Checklist 1: Immediate Actions**

Appendix A

Below is a checklist of the key initial actions that the school should complete immediately

following an incident.

|  | **Action** | **Role and Person Responsible** | **Time/Date Completed** |
| --- | --- | --- | --- |
| **1.** | **Evacuation** |  |  |
|  | Evacuation of the premises |  |  |
|  | Roll call |  |  |
|  | Everyone safe |  |  |
|  | Call emergency services (as appropriate) |  |  |
|  | Contact Warrington Borough Council (as appropriate) |  |  |
|  | Obtain a copy of family and staff contact lists |  |  |
|  | Liaise with emergency services personnel at the scene |  |  |
| **2.** | **Details of casualties – obtain information on the following:** |  |  |
|  | Names and injuries |  |  |
|  | Current location of casualties |  |  |
|  | Current location of relevant othersWhether next of kin have been informed |  |  |
| **3.** | **Injury** |  |  |
|  | Who is accompanying injured person(s) to hospital? |  |  |
|  | Provide accommodation which is restricted to next of kin, pupils and staff (as appropriate) |  |  |
|  | Provision of immediate transport, assistance, and counselling (as appropriate) |  |  |
|  | Contact Warrington Borough Council (as appropriate) |  |  |
| **4.** | **Incident in school hours** |  |  |
|  | Decide whether to keep other pupils in school |  |  |
|  | Decide whether to send pupils home (all or some) |  |  |
|  | Arrange transport in liaison with WBC (as appropriate) |  |  |
|  | Ensure staff, parents and governors receive your version of the facts and actions underway as soon as possible |  |  |
| **5.** | **Incident outside school hours** |  |  |
|  | Decide how to contact parents; for bad news avoid phone chains |  |  |
|  | Consider announcements via the local radio stations and other media |  |  |
|  | Ensure staff, parents and governors receive your version of the factsand actions underway as soon as possible |  |  |

**Checklist 2: Actions in the first 24 hours**

Appendix A

In addition, the table below summarises some further procedures that should be followed by the school in the 24 hours immediately after the incident.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Action** | **Role and Person Responsible** | **Time/Date Completed** |
| 1. | **Gather incident information**What happened? Where? When? Who notified you? Who has been contacted? Also, their names and numbers. E.g. WBC , Emergency servicesPeople: Who was involved? How were they affected? Where are they now? What is their current condition?Premises: Is there any damage to the premises? Who has been contacted? | Incident Manger |  |
| 2. | Evaluate situation and estimate extent of disruption | Incident Manger |  |
| 3. | Consider activating the school Emergency Response Team. If so identify a suitable location and time. If school premises are not available determine where to base the recovery operation from. | Incident Manger |  |
| 4. | Liaise with WBC Health and Safety Education Team and Property Departments.  | Incident Manger/Comms Officer |  |
| 5. | Keep a log of all decisions made, noting time, action and when completed. | Administrator |  |
| 6. | Ensure the safety of student and staff. | Any member |  |
| 7. | Notify staff and place key staff on standby. Ensure availability of School Emergency Plan and Checklists. | Comms Officer |  |
| 8. | **Determine Strategy for dealing with the incident i.e.**What additional resources or assistance is required?* Resolve the incident internally e.g. contractors
* Contact WBC for assistance.
 | Incident Manger |  |
| 9. | Activate procedures for informing parents.  | Incident Manager/ Deputy Manager |  |
| 10. | Establish school communications control:* Establish media response in liaison with WBC who will lead.
* Arrange basic incident information press release for parents, staff, governors, other schools and media. WBC and other agencies to help produce a joint message.
* Provide updates to maintain communication links.
 | Comms Officer |  |
| 11. | Arrange student transport if required. Contact WBC for support with bus and coach services. | Deputy Incident Manager |  |
| 12. | Arrange collection of students by parents, if applicable. Organise pick-up point and welfare of remaining students. | Parent Liaison Officer |  |
| 13. | Agree immediate resources needs with WBC service / loss adjustor. For longer term needs arrange alternative accommodation where necessary and essential office equipment  | Maintenance Officer / Incident Manager |  |
| 14. | Assess disruption to education process  | Deputy Incident Manager |  |
| 15. | Establish priority items to salvage if building out of use. Paper based records and essential IT information  | Deputy Incident Manager |  |
| 16. | Consider a shift system to allow staff involved in the recovery process to have a break. | Deputy Incident Manager |  |
| 17. | Draft a record of events with help from appropriate WBC staff if necessary. | Incident Manager |  |

**Checklist 3: Actions for 24 hours – 2 weeks following the incident**

Appendix A

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Action** | **Role and Person Responsible** | **Time/Date Completed** |
| 1. | Ensure all relevant parts of initial incident stage are complete. | Incident Manger |  |
| 2. | Implement any emergency expenditure authorization procedures (with guidance from WBC). | Incident Manger |  |
| 3. | Identify usable facilities on site | Maintenance Officer |  |
| 4. | Review health & safety / security issues. | Incident Manager |  |
| 5. | Consider alternative accommodation where necessary and essential office equipment  | Incident Manager |  |
| 6. | Assess staffing requirements, timetables and supply cover. | Deputy Incident Manager |  |
| 7. | Invoke salvage procedures in liaison with WBC. | Incident Manager |  |
| 8. | * Update information provided to parents, students and local community using, websites, newsletter, notice boards.
* Continue media liaison with WBC.
* Maintain updates and support for staff.
 | Comms Officer |  |
| 9. | Review service deliveries / contractor arrangements on site. | Deputy Incident Manager |  |
| 10. | Monitor staff and student welfare, and report any problems. Notify WBC services if follow-up support is needed for students and staff | Teachers / Incident Manager |  |
| 11. | Arrange special assembly / areas of contemplation if appropriate. Allow students to express emotions if incident involved death or injury. | Incident Manager |  |
| 12. | Advise other users of the school site about alternative arrangements | Maintenance Officer |  |
| 13. | When closing the incident:* Clear the outstanding action list.
* Stand down staff on stand by.
* Inform appropriate WBC contacts.
* Insure any temporary premises have been made secure and that WBC are aware you are leaving.
 | Incident Manager/ Deputy Incident Manager/ Maintenance Officer |  |
| 14. | Arrange a debrief session for all staff to consider how well the response to the incident was managed. Request support from WBC with debriefing if required, and amend the school emergency plan as required to incorporate recommendations. Disseminate decisions taken. | Incident Manager |  |

**Checklist 4: On-going actions and considerations**

Appendix A

Following the completion of the initial incident response, there may be a number of ongoing issues to consider, depending on the nature of the emergency. Some of these may relate to the use of the property itself whilst others may require support for the school community in coming to terms with what has happened.

|  | **Issue for consideration** | **Role and Person Responsible** | **Time/Date Completed** |
| --- | --- | --- | --- |
|  | **Staff** |  |  |
| 1. | Hold a staff briefing session as soon as possible |  |  |
| 2. | Position staff at set points to meet students returning to school |  |  |
| 3. | Provide written information on the incident and how it will affect the school |  |  |
| 4. | Review courses / timetabling |  |  |
| 5. | Issue new fire notices and procedures, if required |  |  |
| 6. | If the building has been affected or the school relocated, hold a fire drill as soon as possible so students know the new exit routes and assembly points. |  |  |
| 7. | Consider imminent examination issues |  |  |
| 8. | Ensure support is provided to staff who feel affected by the incident. |  |  |
| 9. | Monitor the well-being of students and report changes in behaviour etc. |  |  |
|  |  |  |  |
|  | **Students** |  |  |
| 10 | Hold a school assembly to pass on information to students |  |  |
| 11 | Issue new timetables if required |  |  |
| 12 | Issue maps showing restricted areas etc. |  |  |
| 13 | Issue an information sheet to students and parents |  |  |
| 14 | Monitor welfare and signs of distress in students |  |  |
| 15 | Allow an opportunity for students to talk about the incident  |  |  |
|  |  |  |  |
|  | **Parents** |  |  |
| 16 | Hold parents / teachers meeting |  |  |
| 17 | Provide support for parents if any child has been injured or killed |  |  |
| 18 | Issue letters via students and provide regular updates to parents on the recovery process |  |  |
|  | **Premises – for use where the site itself has been damaged or relocation is required** |  |  |
| 19 | Request assistance from WBC where the property is damaged or when relocation is required |  |  |
| 20 | Obtain plans of the building. Mark on areas affected by the incident. |  |  |
| 21 | Check for obstacles to pupils movements |  |  |
| 22 | Check / reallocate toilet facilities |  |  |
| 23 | Identify new routes |  |  |
| 24 | Review entrances / exits and identify new access points where required |  |  |
| 25 | Check fire escape requirements (consult with the Fire & Rescue Service) |  |  |
| 26 | Establish areas with restricted access to contractors and vehicles |  |  |
| 27 | Reallocate space e.g. parking, student areas, etc |  |  |
| 28 | Review site security |  |  |
| 29 | Review Health & Safety procedures |  |  |
| 30 | Review fire prevention arrangements (liaise with the Fire & Rescue Service) |  |  |
| 31 | Consider reorganising or cancelling forthcoming events  |  |  |
| 32 | Contact users of the site out of school hours and notify them of new arrangements if necessary |  |  |
| 33 | Instigate a procedure for agreeing the goods to be replaced with loss adjustors |  |  |
| 34 | Set up an ordering and payment procedure |  |  |
|  | **Contractors** |  |  |
| 35 | Hold regular meetings with contractors, loss adjustors, school building surveyors  |  |  |
| 36 | Establish Health & Safety requirements |  |  |
| 37 | Establish access requirements for vehicles |  |  |
| 38 | Establish student restricted access areas |  |  |
| 39 | Adapt doors to fire exit / exit doors as necessary |  |  |
| 40 | Agree working practices and times when noise must be kept to a minimum |  |  |
| 41 | Provide the contractors with a copy of the timetable for each room |  |  |

|  |
| --- |
| **Log of Events, Decisions and Actions**Appendix B |
| **Completed by** |  | **Sheet Number** |  |
| **Incident** |  | **Date** |  |
| **Time** | **Log Details** |
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| --- |
| **Impact Assessment Form**Appendix C |
| Completed By |  | **Incident** |  |
| **Date** |  | **Time** |  |

| **Question** | **Logged Response** |
| --- | --- |
| How were you made aware of the incident? |  |
| What is the nature of the incident? (e.g. type, location & severity) |  |
| Are there any staff or pupil casualties or fatalities? (Complete casualty / fatality sheets if needed) |  |
| Have the Emergency Services been called? |  |
| Is the incident currently affecting School activities?If so, which areas? |  |
| What is the estimated duration of the incident?  |  |
| What is the actual or threatened loss of workforce? | Over 50%  | **[ ]**  |
| 20 – 50% | **[ ]**  |
| 1 – 20% | **[ ]**  |
| Has access to the whole site been denied? If so, for how long? (provide estimate if not known) |  |
| Which work areas have been destroyed, damaged or made unusable? |  |
| Is there evidence of structural damage? |  |
| Which work areas are inaccessible but intact? |  |
| Are systems and other resources unavailable?(include computer systems, telecoms, other assets) | Appendix C |
| If so, which staff are affected by the ICT disruption and how? |  |
| Have any utilities (gas, electricity or water) been affected? |  |
| Is there media interest in the incident?(likely or actual) |  |
| Does the incident have the potential to damage the School’s reputation? |  |
| Other Relevant Information |  |

|  |
| --- |
| **Lost Property Form**Appendix D |
| Completed By |  | **Incident** |  |
| **Date** |  | **Time** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Name** | **Status** **(e.g. staff, pupil visitor)** | Details of possessions lost/left behind |
| **What** | **Where left/lost** |
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| **Financial Expenditure Log**Appendix E |
| Completed By |  | **Incident** |  |
| **Date** |  | **Time** |  |

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| --- | --- | --- | --- | --- |
|  | **Expenditure Details** ***(what, for whom etc)*** | **Cost** | **Payment Method** | **Transaction made by** |
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CONTENTS OF EMERGENCY BOX / ‘GRAB BAG’

Appendix F

|  |  |
| --- | --- |
| Section | Details |
| Business Continuity | Business Continuity Plan (plus spare copies of forms in Appendices) |
| Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc |
| Organisational Information | Staff Handbook (policies and procedures) |
| School branding material and stationery |
| School logo |
| Other key documents |
| Financial Information | Bank, insurance details, Payroll etc |
| Invoices, purchase orders, etc |
| Financial procedures |
| Assets Register and Insurance Policy |
| Staff Information | Staff contact details  |
| Staff emergency contact details |
| IT / Equipment Information | Software licence agreement and key codes |
| Office telephone list (for phone divert)  |
| Back-up data restoration routine |
| Equipment and other items | First Aid Kit |
| Warrington map |
| Portable radios (plus spare batteries) |
| Wind up LED torch |
| Back-up devices (where used) |
| Laptop with wireless connection |
| Pay-as-you-go mobile phone and charger |
| Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper |
| Disposable camera with film |
| Hazard barrier tape |
| Emergency cash, a cheque book or school payment/debit card |
| Contact details for taxi / transport providers |
| School Floor Plans |
| Spare keys |
| Whistle / megaphones |
| High visibility jacket |

Appendix G

**IDENTIFYING, EVALUATING AND MANAGING RISKS**

**GUIDANCE FOR COMPLETING THE RISK MATRIX:**

To establish your risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1-5). Please see tables below for guidance on risk rating scores.

|  |
| --- |
| **LEGEND** |
| **I** | **Impact** |
| **P** | **Probability** |
| **I x P** | **Risk Rating** |

|  |
| --- |
| **Probability (or Likelihood)** |
| **Description** | **Indicators** |
| **5**(Very Likely) | The risk ***will*** emerge |
| **4**(Likely) | The risk ***should*** emerge |
| **3**(Unlikely) | The risk ***could*** emerge |
| **2**(Very Unlikely) | The risk is ***unlikely*** to emerge |
| **1**(Impossible) | The risk ***will not*** emerge |

|  |
| --- |
| **Impact (or Consequence)** |
| **Description** | **Indicators** |
| **5**(Major) | The risk has a ***major*** impact if realised |
| **4**(Significant) | The risk has a ***significant*** impact if realised |
| **3**(Moderate) | The risk has a ***moderate*** impact if realised |
| **2**(Minor) | The risk has a ***minor*** impact if realised |
| **1**(No consequence) | The risk has ***no consequence*** impact if realised |

|  |  |  |
| --- | --- | --- |
| **Score** | **Risk Description** | **Action Required**Appendix G |
| **25** | **Extreme Risk** | * **Immediate escalation to Headteacher for risk control activities**
 |
| **20 - 15** | **High Risk** | * **Risk to be actively managed with appropriate risk control activities**
 |
| **12 - 6** | **Medium Risk** | * **Take appropriate action to manage the risk**
 |
| **5 and below** | **Low Risk** | * **Risk to be removed from register with monitoring activity to assess changes in risk rating**
 |

***Example School Risk Assessment (partially complete)***

|  | **Risk Description** | **I** | **P** | **Risk Rating** | **Risk Control(s)** | **Additional Controls Required (if any)** | **Lead for Risk Control Activities** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Pandemic or epidemic e.g. influenza virus, meningitis | **4** | **3** | **12** | * Staff absenteeism policy
* Use of Supply Teachers
 | Pre-prepared Teaching packs for Virtual Learning Environment |  |
|  | Severe weather events e.g. high winds, snow, heat wave, drought |  |  |  |  |  |  |
|  | Power outage |  |  |  |  |  |  |
|  | Utilities disruption e.g. gas, electricity or water supply |  |  |  |   |  |  |
|  | Telephony failure |  |  |  |  |  |  |
|  | Fire affecting the School premises |  |  |  |  |  |  |
|  | Widespread or localised flooding |  |  |  |  |  |  |
|  | Mass staff absence e.g. industrial strikes, lottery syndicateAppendix G |  |  |  |  |  |  |
|  | Transport disruption |  |  |  |  |  |  |
|  | Violent extremist activity on School premises |  |  |  |  |  |  |
|  | Local hazards in the area e.g. School proximity to airport, railway line, tram line, motorways, industrial sites etc  |  |  |  |  |  |  |
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**Critical Incident Decision-Making Tool**

Appendix H

|  |  |  |  |
| --- | --- | --- | --- |
| **Information***What do you know/what do you* ***not*** *know?* | **Issues***What are the problem/issues arising from that piece of information* | **Ideas***What are the ideas for solving the issues/problems?* | **Actions***What are you going to do? What are you* ***not*** *going to do? Who is responsible? What are the timelines?* |
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**Letter to Parents template**

Appendix I

Dear Parent/Carer

You will all be aware of the recent incident that has affected our school. I am sure you will appreciate how upset we all are.

I am sure you will understand that it is not possible for me to comment on the incident at this stage other than to provide factual information, but I will do my best to keep you up to date as time proceeds.

We are currently working closely with Warrington Borough Council to ensure that disruption to life of the school is kept to the minimum possible. However, as you will appreciate, it may be sometime before we are back on an even keel.

We will be monitoring the well-being of all students closely in the coming weeks to ensure that any on-going problems as a result of the incident are identified. There will be opportunities during the school day for students to talk about the incident and how they feel.

For the immediate future we have made the following arrangements, which will come into effect from ……......... ……...........…. ……...........…...….

As from today we will be using ……......... ……...........…. ……...........…...…. as the school office. We hope to have temporary buildings available for all students to continue with their education from ……...... ……...........…. ……...........…......….

Please note that our new contact numbers are listed below. However I would ask you to keep calls to the school to a minimum so that we are not overwhelmed.

(Tel Nos.)

The process of recovery is moving very fast as more and more decisions are made about the best ways to proceed. We will provide updated information as frequently as possible both on the board at the entrance to the school and in a weekly update letter to be sent to all parents.

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

Yours sincerely,

 

1. *See Section 3.1 for the responsibilities your School Incident Management Team* [↑](#footnote-ref-1)