



Pennine Academies Yorkshire

Business Continuity Plan

POLICY HISTORY

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Approved by (signature):



Acting Chair of Trustees

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KEY AMENDMENTS TO THIS POLICY

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1. STATEMENT OF INTENT

An emergency is any event which causes, or has the potential to cause injury, loss of life, damage to property or significant business disruption.

This plan has been written for all those who will be involved in the immediate response to an emergency and re-establishing the operational delivery of services following a major incident.

This plan aims to:

- Outline potential risks and issues that could cause disruption to the delivery of critical activities
- Mitigate the impact of disruptions to critical activities by providing actions or procedures to follow, to:
 - safeguarding the welfare of students, staff and visitors
 - resume provision of educational services at the earliest opportunity and, where possible, secure continuation of learning
 - maintain the community and identity of the school
 - return the school to normality

2. LEGAL FRAMEWORK

This document is based on guidance from the Department for Education (DfE) on emergency planning and response for schools and school security. It also complies with the following statutory guidance and legislation:

- Keeping Children Safe in Education
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999

3. BUSINESS CONTINUITY TEAM

All members of the Business Continuity Team will ensure that all information gathered and retained is done so in a sensitive and confidential manner and only shared with those who are authorised to have access to it.

Headteacher (Incident Manager)	Heidi Rahim	07375919731
Operations Manager	Lizzi Styles	07375919704
Caretaker	Michael Hogg	07494474439
CEO	Michael Thorp	07581197391
CFO	Lindsey Denton	07931372618
COO	Nicola Roys	07494474785
Director of School Improvement	Rebecca Cradock	07506506733
Central Team Members	As directed by Executive Team/Incident Manager	

4. ROLES AND RESPONSIBILITIES

CEO

- Oversee the implementation of this plan
- Liaise with the media including making use of prepared statements for the press. Ensure that staff and pupils are protected from media attention and take advice where necessary (this may be delegated at the discretion of the CEO).

Headteacher (incident manager)

- Leading the academy's initial and ongoing response to an incident
- Declaring that an 'incident is taking place'
- Activating and standing down this plan
- Inform the CEO immediately of the incident, plan activation and ongoing response actions
- Providing direction and leadership for the whole academy community
- Prioritising the recovery of key activities disrupted by the incident
- Managing resource deployment
- Welfare of students

Business continuity team

If the incident is not triggered by the fire alarm system i.e. a full school evacuation, the Headteacher must be notified of all incidents. They will make a preliminary assessment of the situation and notify the Business Continuity Team (BCT) members immediately advising of the designated control area. The responsibilities of the BCT are:

- Support the Headteacher (incident manager)
- Notify relevant stakeholders of the incident, plan activation and ongoing response actions
- Provide direction and leadership for the whole academy community
- Undertake response and communication actions as agreed in the plan
- Prioritising the recovery of key activities disrupted by the incident
- Managing resource deployment
- Welfare of students
- Staff welfare and employment issues
- Coordination of all communication

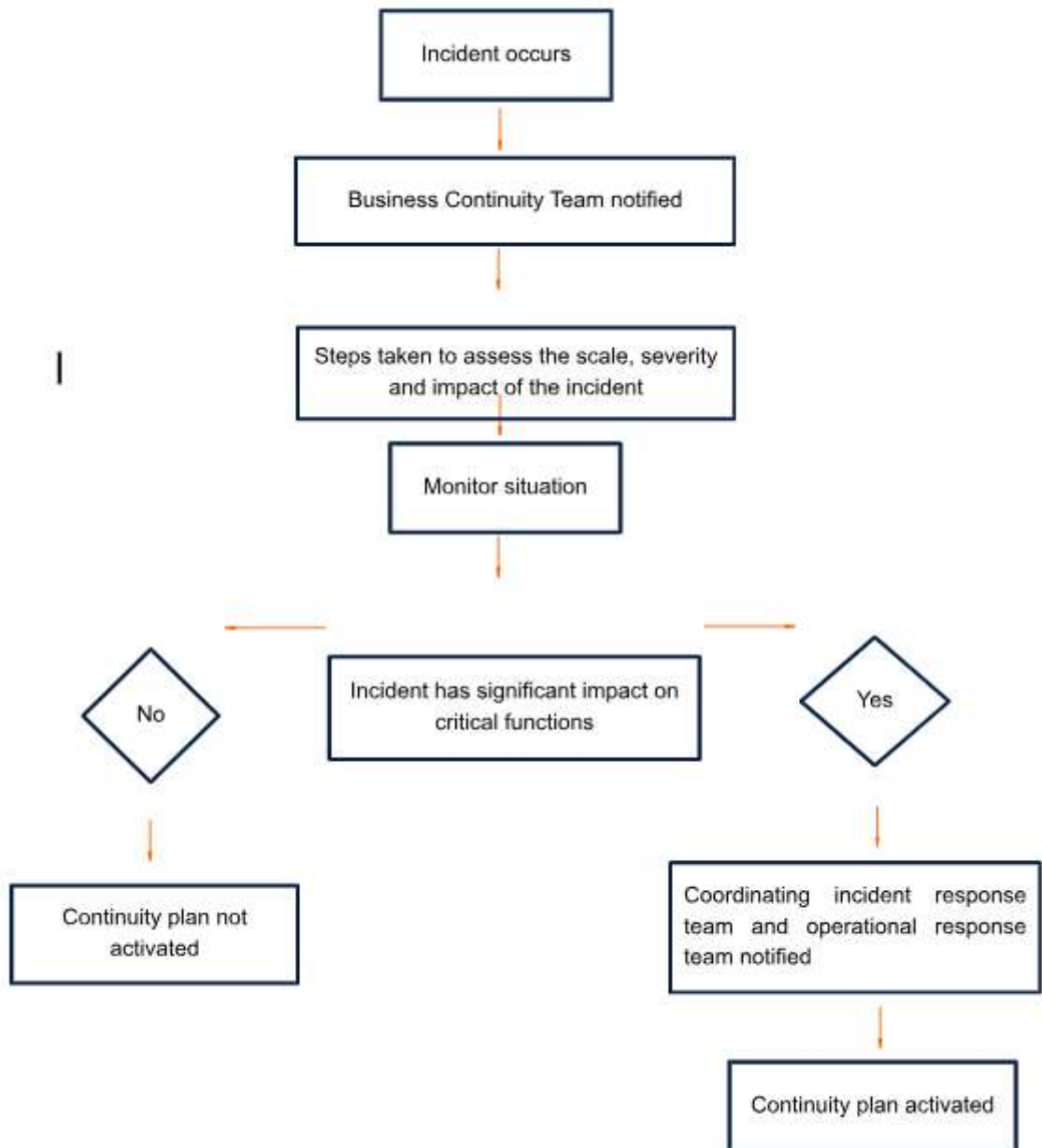
Additional Response and Recovery Roles

In general terms, the additional responsibilities below fall naturally to support staff,

middle management and the admin team. The Headteacher will decide who to allocate the roles to and, depending on the circumstances of the incident, it may be necessary to activate one or all of the roles below. The additional response and recovery roles are:

Role	Additional Functional Responsibilities
Data Recovery (Business Partner, IT technician and external support company)	<ul style="list-style-type: none"> ● Organise the retrieval and restore of data from backup systems ● Ensure the resilience of the academy's IT infrastructure ● Work with Headteacher to develop proportionate risk responses
Teachers and Education Support Staff	<ul style="list-style-type: none"> ● Maintain supervision ● Ensure the safety and security of students ● Provide information and offer reassurance ● Monitor student physical and psychological welfare ● Keep a written log of all key actions
Site Staff	<ul style="list-style-type: none"> ● Undertaking duties as necessary to ensure site security and safety in an incident ● Liaison with Business Partner – Estates to advise on any issues relating to the school physical infrastructure ● Point of contact for contractors who may be involved in incident response in liaison with Business Partner - Estates

5. PLAN ACTIVATION FLOWCHART



6. COMMUNICATIONS

The school must consider who they will communicate with and how. A combination of calls, text messages and emails is likely to be most effective. The school must ensure that all contact information is available remotely for all stakeholders. The plan of communication may change due to the nature of the incident but this must be subject to an ongoing review process to ensure the plans continue to meet the needs of the incident.

Information line/answer phone/school website

- Provide regular updates using the school website. Backup information line for parents to contact staff for the latest update of the school's situation during an incident.

Staff communication

Information lines/SMS/website

Office hours

During office hour's contact will be made via word of mouth, text messaging system, emails or an internal announcement system.

Media

The CEO is responsible for all media communication unless delegated to an appropriate individual.

7. CONTINUITY STRATEGIES

Please note that this policy does not provide a detailed plan for all emergency situations, best practice and common sense must also be utilised if a novel, contentious or significant incident occurs. Where an emergency situation is not listed, the Incident Manager must take appropriate action as per the flowchart in section 5 of this policy, notifying the relevant authorities and Exec/Central Team members where necessary.

Damage or Denial of Access to Premises

Triggers	Action	Responsibility	Procedure/Resources
<ul style="list-style-type: none"> ● Civil Unrest ● Police cordons ● Bomb threats/suspicious package ● Fire ● Structural problems ● Utility Failure 	<p>Initial Response When notified of an incident, or a confirmed threat, the school shall prepare for an immediate evacuation, Lockdown or sheltering procedure.</p>	<p>Headteacher (or person responsible for the school)</p>	<ul style="list-style-type: none"> ● Appendix E - Evacuation & Relocation ● Appendix F - Bomb threat Record Log ● Appendix G – Suspect package ● Fire Evacuation Policy
	<p>Building Evacuation</p> <ul style="list-style-type: none"> ● Follow directions and advice given by fire marshals. ● If evacuated, await further instructions at the assembly point. ● If evacuation is not a viable option due to external risks, staff should listen for announcements on a Public address system or a notification (from internal communication system, e.g call cascade) 	<p>Headteacher (or person responsible for the school)</p>	<p>Follow internal evacuation policy process</p>

	<p>Accounting for staff/pupils/visitors</p> <p>All staff and pupils should be accounted for following an incident and subsequent evacuation; unaccounted staff should be noted and reported to BCT to communicate to the emergency services.</p>	Headteacher (or person in charge of school)	Follow internal evacuation policy process
	<p>Escalation</p> <p>When a situation becomes known and a real threat has been confirmed, notification must be made to the BCT</p>	Headteacher (or person in charge of the school)	Ensure all staff/pupils are aware of the escalation process.
	<p>School Closures</p> <p>The school building is inaccessible, what steps need to be taken to oversee the closure.</p>	Headteacher (or person in charge of the school)	Appendix H - School Closure
	<p>Relocate to an alternate school</p> <p>Understand at which point will this option be used and</p>	Headteacher (or person in charge of the school)	Liaise with the Central Team regarding alternative provision to educate pupils.

	discuss viable options with the Central Team.		
	<p>Communication:</p> <ul style="list-style-type: none"> • Notify all stakeholders of the relocation/evacuation (if required) e.g parents, Local Authority, Dept for education etc. • Prepare regulatory report (staff, pupil status, recovery status, services not yet resumed etc) • Consider how staff and parents will be alerted of an incident. <p>Details of the incident and the intended recovery plan should be communicated to staff/parents.</p>	Headteacher (or person in charge of the school)	
	<p>Staff working remotely/Educational Visits</p> <ul style="list-style-type: none"> • Staff off site should contact the BCT regularly for update 	Headteacher (or person in charge of the school)	Whole school communication to staff via email and text to ensure all are aware and updated.

	Ensure staff and pupils that are off-site are aware of the situation, and are provided guidance.		
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Emergency (including injury or fatality) on educational visit or whilst travelling in a school minibus

Triggers	Action	Responsibility	Procedure/Resources
<p>When an incident occurs that may have significant consequences:</p> <ul style="list-style-type: none"> ● emergency incident ● adverse weather conditions causing the potential for significant harm ● injury ● fatality 	<p>When a situation occurs that may have a significant impact on the school, the Educational Visit Policy must be followed. Additionally, the Executive Team and, where appropriate the emergency services, must be informed immediately.</p>	<p>SCHOOL TO DETERMINE</p>	<ul style="list-style-type: none"> ● Refer to the Educational Visits Policy ● Suspending non-critical activities

Emergency (including injury or fatality) at school

Triggers	Action	Responsibility	Procedure/Resources
When an incident occurs that may have significant consequences: <ul style="list-style-type: none"> • emergency incident • adverse weather conditions causing the potential for significant harm • injury • fatality 	When a situation occurs that may have a significant impact on the school, the executive team must be informed immediately.	SCHOOL TO DETERMINE	<ul style="list-style-type: none"> • Appendix I - Serious Injury/Death/Suicide Attempt at School

Unavailability of Staff

Triggers	Action	Responsibility	Procedure/Resources
<p>When staffing levels have dropped significantly below normal operational levels, due to:</p> <ul style="list-style-type: none"> ● transport disruptions ● inclement weather ● strikes ● virus or disease 	<p>Staff shortage When an unavailability of staff situation becomes such that it may have an adverse impact on the continuity of critical activities, notification must be made to BCT.</p>	<p>SCHOOL TO DETERMINE</p>	<ul style="list-style-type: none"> ● Alternative teaching arrangements ● Alternative transport arrangements ● School closure ● Use of temporary staff ● Cross-skilling staff members ● Use of pre-prepared teaching materials ● Suspending non-critical activities ● Larger class sizes, where possible ● Mutual support agreements with other schools

Damage to or Loss of Technical Infrastructure

Triggers	Action	Responsibility	Procedure/Resources
<p>Loss of server/platform, hardware, software application, utility failure</p>	<ul style="list-style-type: none"> ● Contact the IT Business Partner for immediate support ● Refer to and follow the guidance as set out in the Cyber Response Policy ● Discuss a communication strategy depending on the severity of the incident with the CEO 	<p>SCHOOL TO DETERMINE</p>	<ul style="list-style-type: none"> ● Refer to and follow the guidance as set out in the Cyber Response Policy

Failure or Non-Performance of Third Party Service Suppliers

Triggers	Action (where appropriate)	Responsibility	Procedure/Resources
<p>Third party providers fail to deliver services such as electricity, gas or water due to being impacted by an incident.</p>	<ul style="list-style-type: none"> ● Contact the Estates Business Partner for immediate support ● Additional portable heaters ● Pre-identified alternative suppliers ● Insurance cover ● Mutual support agreements with other schools 	<p>SCHOOL TO DETERMINE</p>	
<p>Loss of Catering Function</p>	<ul style="list-style-type: none"> ● Contact catering provider ● Contact Estates Business Partner 	<p>Operations Manager/FM/Estates Business Partner</p>	<ul style="list-style-type: none"> ● If equipment fails, the catering provider would be required to resolve the issue. As a short term fix to mitigate this risk, sandwiches could be supplied to supply meals. ● Required for cooking food which whilst isn't essential for producing food for children it does mean that hot water for

			<p>cleaning would be impacted</p> <ul style="list-style-type: none">● If electricity is lost, lighting in the kitchen would be impacted. Appliances to support preparation of food will also not work.● Energy is required to both cook food and clean meet hygiene standards.● Water is required to support cooking meals and cleaning both equipment and the dining area.● FM Catering have produce/ingredients to cover a short-term loss of supply. They would adapt their menu and have the infrastructure to produce sandwiches in the event of a kitchen having to close.
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LISTEN - ENGAGE - EMPOWER - RESPECT

8. REMOTE EDUCATION

Where possible, the school will provide remote education when attendance in school is either not possible or contrary to government guidance. The school will implement an appropriate curriculum, teaching and support that will enable pupils to continue learning effectively and in accordance with DfE guidance.

Where pupils with special educational needs and disabilities (SEND) are not able to access remote education without adult support, the school will work with families to put in place reasonable adjustments.

9. ATTENDANCE

The school will continue to record absence in the attendance register if it remains open, using the most appropriate code. The codes used will be in line with the Education (Pupil Registration) (England) Regulations 2006 as amended ('the Pupil Registration Regulations'), and working together to improve school attendance guidance.

Where pupils are unable to attend school:

- In some exceptional circumstances, this will be recorded as code Y (unable to attend in exceptional circumstances) unless a more appropriate code applies. The school will also record the nature of the circumstances in which a pupil is unable to attend school
- Because they are ill or have an infectious illness, this will be recorded as code I (illness)
- The school will also continue to record and monitor pupils' engagement where the provision of remote education is made, although we will not formally track this in the attendance register

10. PROVISION OF FREE SCHOOL MEALS

Where pupils eligible for benefits-related free school meals are receiving remote education, the school will work with the school catering team or food provider to try to ensure those pupils continue to have a good-quality lunch. This will ensure that the school continues to support eligible pupils for the short period where they are unable to attend school.

The school will identify pupils with any medical conditions, including allergies, to make sure that all pupils are able to eat a school lunch safely. This is particularly important in circumstances where caterers are not serving meals to pupils directly. For example, where pupils are being served food in the classroom.

11. SAFEGUARDING

Safeguarding and promoting the welfare of children and young people remains of paramount importance. The school will continue to have regard to relevant statutory safeguarding guidance. This includes:

- Keeping Children Safe in Education
- Working together to safeguard children
- (Where appropriate) The early years foundation stage (EYFS) framework

Vulnerable Pupils

In all circumstances, the school will prioritise vulnerable children and young people for face-to-face education and childcare.

We will try to support any children and young people who we believe may have challenging circumstances at home.

Wellbeing and Support

To handle the potential emotional impact on pupils due to the disruption of critical activities, the school will:

- Aim to follow normal school routines as far as possible
- Set up support systems for pupils to talk and share their feelings
- Signpost pupils to appropriate support and advice
- Where needed, provide access to counselling services or specialist treatment

The school will follow the DfE's guidance on promoting and supporting mental health and wellbeing in schools and colleges.

APPENDIX A - EXTERNAL CONTACTS

Organisation/company	Type of service	Name of contact	Telephone number 1	Telephone number 2
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United Utilities	Water	Joe Bloggs		
Bradford Council BTS	Emergency Helpline	Razwana Mahmood	01274 431877	01274 431000
National Gas Emergency Service	Gas Leaks	Emergency Helpline	0800 111 999	
National Grid	Electricity Power Cut	Emergency Helpline	105	
Firebird	GDPR (DPO)	Emergency Helpline		
Emergency Services	Police/Fire/Ambulance	Emergency Helpline	999	
Department for Education		Enquiry line	0370 000 2288	
Foreign & Commonwealth Office		Consular assistance	020 7008 1500	
Environment Agency	Flood	Floodline	0845 988 1188	
Met Office	Adverse Weather	Customer centre	0870 900 0100	
Health and Safety Executive		Infoline	0845 345 0055	
		Incident contact centre	0845 300 9923	
SCHOOL TO ADD AS RELEVANT				

APPENDIX B - INITIAL RESPONSE

Requirement	Other action to take	Responsible person	Completed? (✓)
Initial response			
Incident			
Assess the severity of the incident	<ul style="list-style-type: none"> • Determine: <ul style="list-style-type: none"> • The situation. • The impact on pupils and staff. • The scale/severity, duration and impact. • Disseminate information to others. • Call emergency services if necessary. • Evacuate/invacuate/lockdown the school building if necessary. 		
Nominate individuals to carry out the following roles: <ul style="list-style-type: none"> • Business continuity • Communications • Log-keeping • Media management • Resources • Welfare 	<ul style="list-style-type: none"> • Information on responsibilities found in the <u>Roles and responsibilities</u> section of the Business Continuity Plan. • Remember to: <ul style="list-style-type: none"> • Allocate tasks amongst the senior incident response team. • Ensure staff are clear about their responsibilities. • Establish the location and frequency of meetings. 		
Inform all other staff of the incident	<ul style="list-style-type: none"> • Contact the coordinating incident response team • Contact the operational incident response team • Inform all other staff and governors as appropriate 		
Consider how the incident affects extended services	<ul style="list-style-type: none"> • Liaise with extended services as necessary 		
Maintain a log of any injuries sustained to pupils, staff or visitors	<ul style="list-style-type: none"> • Ensure the log is provided to emergency services 		

Work closely with other services, e.g. emergency services, as required	<ul style="list-style-type: none"> • Provide information to those arriving on the premises. • Ascertain the whereabouts of all pupils, staff and visitors and ensure emergency services are aware of anyone who is unaccounted for 		
Contact relatives of those involved in the incident if appropriate	<ul style="list-style-type: none"> • Decide the most appropriate method – if the incident is very serious, liaise with the police about informing next of kin 		
Where the incident involves failure of ICT systems or a loss of data, take steps to maintain security of systems as appropriate	<ul style="list-style-type: none"> • Liaise with ICT technician and DPO to maintain security of the school's network and data • Refer to the Cyber-security Policy • Attempt to recover important documentation • Contact organisations which can assist with document recovery if necessary • Notify the ICO of personal data breach within 72 hours, if necessary • Notify data subjects of personal data breach, if necessary 		
Resources			
Secure school premises	<ul style="list-style-type: none"> • Consider disabling utility supplies 		
Maintain access to school entrance	<ul style="list-style-type: none"> • Ensure emergency services can access the school premises as required • Prevent parking in restricted zones 		
Work with school staff and the emergency services to control access to the school	<ul style="list-style-type: none"> • Advise staff to check the identity of others when arriving at the school premises • Provide authorised visitors with ID badges and ensure they sign in and out • Ensure media access is controlled • Advise emergency services of any property related issues or hazards, e.g. asbestos, and provide with a site map if appropriate 		
Welfare			

<p>Establish arrangements to meet the welfare needs of pupils, staff, parents, visitors and others</p>	<ul style="list-style-type: none"> ● Identify pupils who may require additional support: <ul style="list-style-type: none"> ● Those with SEND ● Those with other medical needs ● Those with personal emergency evacuation plans ● Any individual who is particularly vulnerable or badly affected, e.g. a witness to the incident ● Identify any staff members, volunteers, parents or others who may be particularly affected by the incident 		
<p>Log-keeping</p>			
<p>Attend meetings held by the senior incident response team</p>	<ul style="list-style-type: none"> ● Keep a log of important information, actions taken and decisions made 		
<p>Ensure that each member of staff keeps an incident log</p>	<ul style="list-style-type: none"> ● Incident logs should be regularly communicated to the appropriate incident response team, who should then communicate to other response teams 		
<p>Communications</p>			
<p>Dedicate telephone lines for incoming and outgoing calls</p>	<ul style="list-style-type: none"> ● Arrange extra support at reception if necessary 		
<p>Record a new message on the school answerphone if appropriate</p>	<ul style="list-style-type: none"> ● Consider setting the phone to 'answer only' mode 		
<p>Inform those involved in the response of any communication difficulties, e.g. poor signal</p>	<ul style="list-style-type: none"> ● Help staff with any communication needs 		
<p>Media management</p>			
<p>Organise appropriate responses to media requests</p>	<ul style="list-style-type: none"> ● Seek support from other organisations as appropriate, e.g. emergency services or the LA 		

Control media access to the premises, staff and pupils	<ul style="list-style-type: none"> • Avoid allowing access to the site, pupils or staff unless there is a reasonable reason to do so and consent has been sought • Liaise with the police if necessary • Designate a specific area for the media, away from the school entrance 		
Develop a brief media statement	<ul style="list-style-type: none"> • Information must be limited until facts are clear and all parents have been notified 		

APPENDIX C - INITIAL RESPONSE

Requirement	Other action to take	Responsible person	Completed? (✓)
Ongoing response			
Incident			
Nominate a main contact for the coordination of the response	<ul style="list-style-type: none"> • Continue to liaise with emergency services as required 		
Continue to allocate tasks for each incident response team	<ul style="list-style-type: none"> • Work closely with the senior incident response team to coordinate actions and resolve any complications or difficulties • If the response is likely to last for a significant amount of time, e.g. longer than two hours, 		

	consider staff rotation		
Plan to maintain critical activities	<ul style="list-style-type: none"> • Consider how the following activities are maintained: <ul style="list-style-type: none"> • Immediate and ongoing priorities • Communication strategies • Resource availability • Deployment of resources • Roles and responsibilities • Finance • Monitoring and reporting on the situation • Stakeholder engagement • Welfare issues • Planning the recovery of non-critical activities 		
Minimise disruption to education	<ul style="list-style-type: none"> • Ensure arrangements are in place to keep the school open and maintain normal routines wherever possible • Ensure parents are informed of any changes to the school routine 		
Ensure regular briefings are given	<ul style="list-style-type: none"> • Give briefings to: <ul style="list-style-type: none"> • Staff • Pupils • Parents 		

	<ul style="list-style-type: none"> • Governors • Services – emergency or otherwise 		
Work closely with the individual responsible for media management to provide regular briefings to the media	<ul style="list-style-type: none"> • Seek support from other organisations if necessary 		
Ascertain whether all necessary individuals have been informed of the incident	<ul style="list-style-type: none"> • In the event of a serious injury or fatality, ensure the HSE has been informed in line with RIDDOR 		
Seek advice on legal and insurance issues if appropriate	<ul style="list-style-type: none"> • If the incident is a crime scene, seek advice from the police and other emergency services 		
Resources			
Liaise with utility suppliers as required			
Establish safe and secure areas to assist with the response	<ul style="list-style-type: none"> • Areas may include: <ul style="list-style-type: none"> • Media briefing room • Briefing area for parents • Senior incident response team briefing room 		
Liaise with staff and other organisations to provide access to facilities and resources as required	<ul style="list-style-type: none"> • If necessary, open or close parts of the school premises • Liaise with the business continuity coordinator to establish temporary accommodation, if required 		

<p>Ensure the school premises is secure</p>	<ul style="list-style-type: none"> • Provide temporary fencing around damaged areas and arrange for broken windows to be boarded, for example 		
<p>Welfare</p>			
<p>Assess the welfare of those involved</p>	<ul style="list-style-type: none"> • Continue to monitor and provide support for those that have been affected by the incident • Ensure staff take regular rest periods 		
<p>Determine arrangements for returning pupils to their parents</p>	<ul style="list-style-type: none"> • Ensure members of staff are available to meet families 		
<p>Inform pupils of the incident</p>	<ul style="list-style-type: none"> • Seek support from educational psychologists about the best way to inform pupils, if necessary • Ensure pupils are spoken to before they leave the school premises to determine if any extra support is needed • Ensure religious and cultural factors are considered wherever necessary 		
<p>Log-keeping</p>			
<p>Keep accurate records of any individual admitted to hospital or treated by the emergency services</p>	<ul style="list-style-type: none"> • Ensure records are communicated to the senior incident response team 		

Keep accurate records of all items lost by pupils, staff or visitors	<ul style="list-style-type: none"> • Ensure records are communicated to the senior incident response team 		
Keep accurate records of all expenditure incurred	<ul style="list-style-type: none"> • Record all costs incurred as a result of the incident response 		
Communications			
Consider the most effective arrangements for contacting pupils' parents	<ul style="list-style-type: none"> • Ensure a record of all calls made to parents is maintained 		
Liaise with the individual responsible for media management about contacting local radio stations			
Liaise with the business continuity coordinator to communicate to parents	<ul style="list-style-type: none"> • Consider letters home that include information on: <ul style="list-style-type: none"> • The details of the incident. • How their child was involved. • The actions taken to support those involved. • Who to contact if they have any concerns or queries. 		
Media management			
Devise an ongoing strategy for handling media requests	<ul style="list-style-type: none"> • Work closely with the media to establish what information is required and any deadlines 		

	<ul style="list-style-type: none"> • Gather information from the senior incident response team and other organisations as appropriate 		
Provide regular statements to the media	<ul style="list-style-type: none"> • Ensure messages are accurate • Ensure the protection of identities is considered • All press releases need to be checked and agreed by emergency services 		
Advise staff on where to direct media enquiries	<ul style="list-style-type: none"> • Ask staff, pupils and parents to avoid speculation when talking to the media • Avoid the spread of misinformation by ensuring individuals are clear on where to direct enquiries • Ensure there is a plan in place to manage any distress that could be caused by ongoing police enquiries, legal proceedings or media attention 		

APPENDIX D - RECOVERY

Requirement	Other action to take	Responsible person	Completed? (✓)
Recovery			

Incident			
Nominate an individual to act as the main point of contact for the recovery process	<ul style="list-style-type: none"> • Allocate tasks amongst the different response teams 		
Ensure that post-incident support is available to anyone who requires it	<ul style="list-style-type: none"> • Ensure access is given to educational psychologists • Allow staged returns to school where necessary • Staff member will visit the pupil at home or hospital, if applicable, to determine necessary support 		
Minimise disruption to education	<ul style="list-style-type: none"> • Put arrangements in place for remote learning where possible • Work with school staff to restore the usual school routine as much as possible 		
Work closely with senior incident response team in organising remedial work	<ul style="list-style-type: none"> • Organise remedial work to the school premises • Liaise with insurance companies and other organisations as appropriate • In the event of a public health incident, consider ordering infection control supplies and increasing the cleaning regime 		

<p>Complete any necessary forms or paperwork</p>	<ul style="list-style-type: none"> • Ensure an inventory is held of any equipment that has been damaged or lost • Arrange for important items/documentation to be recovered, replaced or destroyed 		
<p>Arrange debriefs</p>	<ul style="list-style-type: none"> • Debriefs should be arranged for all staff, pupils, parents and visitors • Represent the school at other debriefs which may take place 		
<p>Initiate a review of the Business Continuity Plan</p>	<ul style="list-style-type: none"> • Review should be held in conjunction with the different incident response teams to discuss effectiveness and any changes required 		
<p>Consider contacting nearby schools</p>	<ul style="list-style-type: none"> • Inform them of any important issues relating to the incident 		
<p>Resources</p>			
<p>Procure temporary classrooms if required</p>			
<p>Arrange a site visit with relevant personnel involved in the recovery phase, e.g. the LA and emergency services</p>			
<p>Welfare</p>			

<p>Introduce a strategy to monitor and support pupils and staff particularly affected by the incident</p>	<ul style="list-style-type: none"> • Ensure all staff are aware of this strategy • Offer pupils and staff the opportunity for psychological support and counselling • Ensure pupils and staff know how to access the above services • Arrange any support required and ensure this is in place for as long as necessary • Ensure pupils have access to areas where they can take a timeout if necessary 		
<p>Consider which pupils need to be briefed, how and who by</p>	<ul style="list-style-type: none"> • Provide opportunities for pupils to discuss their experiences • Ensure all new pupils are made aware of the incident and how the school and/or community were affected 		
<p>Log-keeping</p>			
<p>Collate all incident logs and make copies if necessary</p>			
<p>Ensure records are archived securely</p>	<ul style="list-style-type: none"> • Ensure these are available to necessary staff members for future reference 		
<p>Communications</p>			

Provide ongoing updates to all pupils and parents	<ul style="list-style-type: none"> Organise an event for parents to discuss any issues or concerns 		
Assist the business continuity coordinator with providing remote learning, if necessary			
Check that information in the public domain is accurate and up-to-date			
Media management			
Keep the media informed of developments in the recovery process	<ul style="list-style-type: none"> Ensure a positive image is maintained Be aware of the media's interest in memorials or anniversaries of the event 		

APPENDIX E - EVACUATION & RELOCATION ARRANGEMENTS

Signals	
Signal for fire evacuation	See separate fire evacuation policy
Signal for bomb evacuation	Radio messaging

Signal for all-clear	All clear, All clear, All clear. (via radio) We have the all clear. Please initiate post-fire/bomb evacuation procedures.
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Assembly Points - Bomb Evacuation	
SCHOOL TO COMPLETE	

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

Pre-identified buddy school/place of safety/rest centre	
Name of premise	SCHOOL TO COMPLETE

APPENDIX F - BOMB THREAT RECORD LOG

If you receive a telephone call from someone who claims to have information regarding a bomb threat, record as much information as possible. Try to stay calm, be cautious and without provoking the caller ask further questions as covered below. However, you must call 999 IMMEDIATELY.

Time of call		Telephone number you was contacted on:	
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Does dialling 1471 work?		Time the call started:	
What gender is the caller?		Time the call ended:	
Approximately what is the age of the caller?		Did the caller have an accent?	
Did the caller sound familiar?		Were there any distinctive characteristics to their voice (lisp, impediment, stutter, hoarse, deep, disguised etc.)	
Exact wording of the threat:			
QUESTIONS			
Where is the bomb right now?			
What would cause it to explode?			
When will it explode?			
What does it look like?			

APPENDIX G - SUSPICIOUS PACKAGE

Postal bombs or biological / chemical packages might display any of the following signs:

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

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

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

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

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

APPENDIX H - SCHOOL CLOSURE

Generic actions – initial response	Tick / sign / time
<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> • Partially opening the school to some pupils Asking a buddy school for assistance • Purchasing infection control supplies (in the event of a public health incident). 	
<p>If necessary, assemble a BCT.</p>	

Seek support from the Central Team as appropriate.	
Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: <ul style="list-style-type: none"> • Pupils • Parents / carers Staff • Governors • Local radio stations The local authority. 	
If the closure takes place during the school day, arrange transport for pupils as necessary.	
If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
Make alternative arrangements for exams if necessary.	

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

Generic actions – ongoing response	Tick / sign / time
Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
Consider how pupils with additional Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
Ensure the security of the school premises.	
Put in place arrangements for remote learning	

APPENDIX I - SERIOUS INJURY/DEATH/SUICIDE ATTEMPT AT SCHOOL

Generic actions – initial response (does not all have to be completed by the same person) and actions may run in parallel	Tick / sign / time
Call 999	
Alert a school First Aider (if appropriate)	

Isolate affected pupil/s	
Convene a BCT	
Designate a member of staff to accompany the pupil to the hospital	
Seek support from the Executive Team as appropriate.	
Direct witnesses to a separate area of the school, providing support and reassurance where necessary.	
Contact parents/carers.	

Depending on the severity of the incident:

Generic actions – ongoing response	Tick / sign / time
Talk to the CEO re communication methods to parents/carers/wider stakeholders/media	
Discuss support methods for stakeholders with the Executive Team	
Complete the necessary paperwork i.e. first aid report, RIDDOR report, incident log etc.	