

Critical Incidents and Business Continuity Policy

This document is confidential and is distributed to the following people:

Senior Emergency Management Team		
Name	Position	Role in an Incident
Linda Hothersall	Principal	Incident Manager
Louise Gayton	Nominated Governor	Governor Representative
Paul Shanks	Trust Director	Principal of Eastern Multi Academy Trust
Elaine Oldroyd	Operations Officer	Phone contact point at school
Kerensa Healy	Assistant Principal & SDSL	Welfare lead
Simon Anderson	Trust ICT Support	Systems recovery
Sean Walker	Site Manager	Property manager
Rebecca Schrooder	Trust Communications Officer	Comms (Media) lead
Ben Paull	Assistant Principal and DSL	Incident Recorder
Other Recipients		
Jackie Rutter	SLT Member (Head of LKS2)	

Issue 2: 6 December 2021

- Loss of building, or part of building or access to the building
- Loss of ICT
- Loss/shortage of staff
- Loss of critical supplier or partner
- Adverse publicity and/or reputational impacts

1.3. Procedures for administering and recording First Aid and medical treatment are contained in the Trust's First Aid and Medical Policy. The Trust's policy and procedures for assessing Health and Safety risks are contained in the Trust Health and Safety Policy.

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

In-school:

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

Out-of-school:

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

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

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

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

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

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

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

- Save life
- Minimise personal injury
- Safeguard the interests of all pupils and staff
- Minimise loss and to return to normal working as quickly as possible.

2. Planning for and Managing Emergencies or Critical Incidents

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

2.2. Each academy will maintain its own Emergency Management Instructions; including emergency contact details and the action plan.

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

3. ICT Disaster Recovery

3.1. The Operations Manager and ICT Manager in each academy will be responsible for establishing an ICT Disaster Recovery Plan in line with the academy's Assessment of Critical Activities.

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

ANNEX 1

ASSESSMENT OF ACADEMY CRITICAL ACTIVITIES & BUSINESS CONTINUITY

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

CRITICAL Academy Activity	Requirements Consider the resources required for the critical activities	When Required						Comments
		4 Hrs	24 Hrs	24 – 48 Hrs	1 Weeks	2 Weeks	1 month	
Teaching	9 members of staff/Teaching Assistants to run the classes		✓					With the number of TAs in the Academy, it would be possible to combine 2 classes temporarily and to move staff around to cover classes
Safeguarding Children	Designated Professional available – currently 4 members of staff: SDP, 5 DPs			✓				If the Academy lost all 5 designated staff an arrangement would need to be in place within 1-2 days for how this would be covered until new designated staff were trained. All staff know the safeguarding policy and procedures and, in an emergency, would be able to contact the relevant agencies.
Catering	Gas, electric, water in the kitchen	✓	✓		✓			Water supply must resume within 4 hours so that the kitchen can provide meals the next day. Electric within 24 hours otherwise disposal of food from fridges/freezers required. Gas within 1 week – packed lunches could be provided.
Access to ICT	Teacher laptops, smartboards, access to server. Attendance registers in Pupil Asset. Phone lines		✓	✓				Ideally, phone line and internet access to resume within 24 hours otherwise communication with parents becomes difficult, although backup use of another Academy's site for these functions could be set up.
(Examination Centre)	N/A							

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

Business Continuity

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	n/a		
Examination papers	Locked filing cabinet in Principal's office (SATs, Phonics)	Delay in starting some testing. Possibility that tests could not be completed meaning that school has no national assessment data	Contact providers for emergency courier delivery of papers
Asset registers / equipment inventories	Paper copy in Fire Grab Bag, School Office. Electronic copy online	Unable to deal with replacement of assets should there be a loss. Value of assets required for accounting purposes	Asset register held electronically and paper
Insurance documentation	Kept in locked filing cabinet	Unable to make immediate claim	In the event of loss, contact insurers via EMAT Trust Finance Director

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	n/a		
Contact details	Pupil Asset database	Revert to paper pupil records file and staff emergency contacts list	Pupil Asset is an internet based programme which can be accessed from any of the Trust's sites so staff would travel to another site to access electronic records if necessary

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Financial information	Stored on Trust server – budget. Accounting system is web-based	Accounting system would not be kept up-to-date and delays in cheque runs	Finance Administrator would work at alternative Trust site. Backup tape from server would contain all budget and management accounts documents.
Medical information	Pupil Asset database	Revert to paper lists provided termly to teaching staff and on pupil record sheets in school office	Paper lists kept by teaching staff and pupil record sheets. Office staff could work at alternative Trust site if necessary

Remote Learning is not applicable to Eastgate Academy

Remote learning	Notes / instructions
Website / extranet	Purple Mash, Developing Experts, Tackling Tables, Serial Mash Reading
Email	Childrens Purple Mash
Post	Children’s work – photocopied sent via post or handed to parents/carers

ICT Back Up

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

Backup is completed by

Paper Records/Exam Papers etc

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

Elaine Oldroyd and Office Staff are responsible for maintaining paper pupil records in the event of loss of Pupil Asset database for a period of time.

Last updated: December 2021

Linda Hothersall is responsible for SATs/Phonics test papers procedures.

ANNEX 2 – CONTACTS LISTS

Contact Details - CWA Trust and Academy Staff and Governors

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
TRUST STAFF					
Paul Shanks	CEO		EMAT: 01553 779689		Media contact
David Cousins	Finance Director EMA Trust		KLA: 01553 611811		Finance administration
Gemma Everitt	HR Manager, EMA Trust		KLA: 01553 611810 Mob: 07467 959448		HR emergencies
ACADEMY STAFF					
Linda Hothersall	Principal		Work: 01553 773088 Mob: 07765 881744 Home: 01328 851730		DP Registered Key Holder
Kerensa Healy	Head of EYFS, KS1		Work: 01553 773088 Mob: 07980935360		DP
Ben Paull	Head of UKS2		Work: 01553 773088 Mob: 07414 801010		DP
Elaine Oldroyd	Operations Manager		Work: 01553 773088 Mob: 07933 771028		

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Jackie Rutter	Head of LKS2		Work: 01553 773088 Mob: 07447 941802		
Sean Walker	Site Manager		Work: 01553 773088 Mob: 07904 183355 Home: 01553 770042		First aid trained Registered Key Holder
First Aiders in the Academy	A list of First Aiders is kept in the School Office				
GOVERNORS					
Louise Gayton	Chair of LGB Parent Governor		Home: 01553 776176 Mob: 07771 966926		
Guy Pyle	Trust appointed		Mob:07795477887		
Inga Ivanovska	Parent Governor		Mob: 07427 673309		
Richard Brown	Trust-appointed Governor		Home: 01553 673186		
Linda Beales	Trust appointed Governor		Mob:07899991300		

Contact Details - Extended Services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Children & Adults Social Services	Priory House, King's Lynn	9 am – 5 pm	01553 669300		
Sharon Donaldson, Rosebery Centre	Managed moves	8 am – 4 pm	01553 612000		
Mary Carter/Caroline Nixon	Educational Psychologist, Priory House, King's Lynn	9 am – 5 pm	01553 669300		
School Nursing Service		9 am – 5 pm	0300 300 0123 Referrals by email: sharon.youngs@nhs.net		

Contact Details - Local Authority

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Children's services	County Hall	0344 800 8020		
Property	Chris Hey, Head of Place Planning & Organisation	01603 223467		Have to inform NCC should anything affect the buildings (lease is through DfE)
Educational visits	Amanda Seely, Business Support Officer, Educational Visits & Outdoor Learning	01603 307743		Evolve, etc
Health and safety	Arthur J. Gallagher	01924 433168	schoolshare@ajg.com	
Legal	Hilary O'Keefe, Legal Services	DD: 01603 222899 Or email: pam.cary@norfolk.gov.uk Legal tele: 01603 222943		
Human Resources	Gemma Everitt	01553 611807		
Human Resources	Lois Hyland	01553 779689		

Contact Details - Local Radio Stations

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

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
BBC Radio Norfolk		Main switchboard: 01603 619331 News desk: 01603 614346 Email: norfolknews@bbc.co.uk		

Contact Details - Other Organisations

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Local Police Station	Local PCSO	101		
Fire & Rescue Service		999		
Ambulance Service		999		
Hospital Emergency Department		Main switchboard: 01553 613613		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0370 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0300 003 1747 Incident contact centre: 0300 003 1647		
Trade Unions	See list of recognised Trade Unions at end of this table			

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Teacher Support Network		England: 08000 562 561 (24 hour)		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

Recognised Teaching Unions

<p>Andrew McCandlish County Secretary, ATL Dunvegan 2 Hillside Cromer NR27 0HY</p> <p>Tel: 01263 513618 E-mail: amccandlish@norfolk.atl.org.uk</p>	<p>Bridget Carrington Deputy County Secretary (primary) NASUWT 10 Hall's Drive Gressenhall, East Dereham Norfolk NR20 4EJ</p> <p>Tel: 01362 860886 Email: bicarrington@nasuwt.net</p>	<p>Russell Hammond Deputy County Secretary (secondary) NASUWT 40 Buxton Road Norwich NR3 3HH</p> <p>Tel: 07921 108968 Email: rfjhammond@hotmail.com</p>
<p>Chrissie Smith and Scott Lyons NUT Joint Division Secretaries</p> <p>Tel: NUT Advice line: 0203 006 6266 Email: nutadvice@nut.org.uk or chrissiesmithnut@gmail.com or slyonsnut@gmail.com Website: http://www.norfolknut.org.uk/</p>	<p>Darren Mahon VOICE Professional Officer</p> <p>Tel: 01332 372337 / 07891653688 Email: darrenmahon@voicetheunion.org.uk</p>	<p>Claire Cook NAHT County Secretary</p> <p>Tel: 07738 155009 Email: NORFOLK@nahtofficials.org.uk</p>
<p>Richard Moore ASCL Benefars Yard Barn, Congham, King's Lynn. PE32 1DS</p> <p>Tel: 01485 609274 E-mail: rdmbenefars@waitrose.com</p>		

Recognised Support Staff Unions

<p>Nigel Beiley Branch Secretary, UNISON County Hall Martineau Lane NORWICH NR1 2UU</p> <p>Tel: 01603 222384 Email: nigel.beiley@btconnect.com</p>	<p>Ivan Mercer GMB 38 - 40 Bethel Street NORWICH NR2 1NR</p> <p>Tel: 01603 626492 Email: ivan.mercer@gmb.org.uk</p>
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Contact Details – Site/Other Services

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

Name	Type / description of service	Operating hours (where appropriate)	Contact details	Alternative contact details *	Notes (e.g. key holder)
Utility supplier (GAS) Cust No: 3002879550	ESPO Energy Matters		Report Gas Escape: 0800 111 999 Customer Services: ESPO: 0116 265 7884		
Utility supplier (WATER) 350298001	Wave		Emergencies: 03457 145145 (24 hour) Customer Services: 03450 704 158 Anglian Water Business: 03457 626784 Wave 0333 2079283		
Utility supplier (ELECTRICITY) Cust No: 3004670009	ESPO – Total Gas & Power Ltd		Emergencies (East of England), UK Power Networks: 0800 7838838 Enquiries: 08456 0701699		
Smith Building Services Ltd	Building repair issues	8.30 am – 5 pm	01553 660665 Mob: 078417 75399 Chris Woods		All building repair issues
Steve Gaukroger, MTL Ltd	Telephone system support	9 am – 5 pm	01553 828903		
Gamma Communications Ltd Account No: UU065027	Telephone lines provider		Cust service: 0333 014 0333 Email: gbc.customerservice@gamma.co.uk		
Schools Broadband	Internet Service Provider		Tel: 01133 222333 Email: support@schoolsbbroadband.co.uk		

Name	Type / description of service	Operating hours (where appropriate)	Contact details	Alternative contact details *	Notes (e.g. key holder)
PS Financials	Accounting System		Through EMA Trust – see David Cousins Tel: 01733 367337		
Pupil Asset	Pupil and Staff database		Tel: 01603 631436 Pupil Asset.com		
Dept for Education	Insurance services		Tel: 0113 246 2040 Email: UK.RPA@qbtpa.com Claims		
Ann Harrod - D & H Harrod Ltd	Coach services, Downham Market	9 am – 5 pm	01366 381111		Trips
GDPR Sentry	GDPR		0113 8042035 Helpdesk		

ANNEX 3

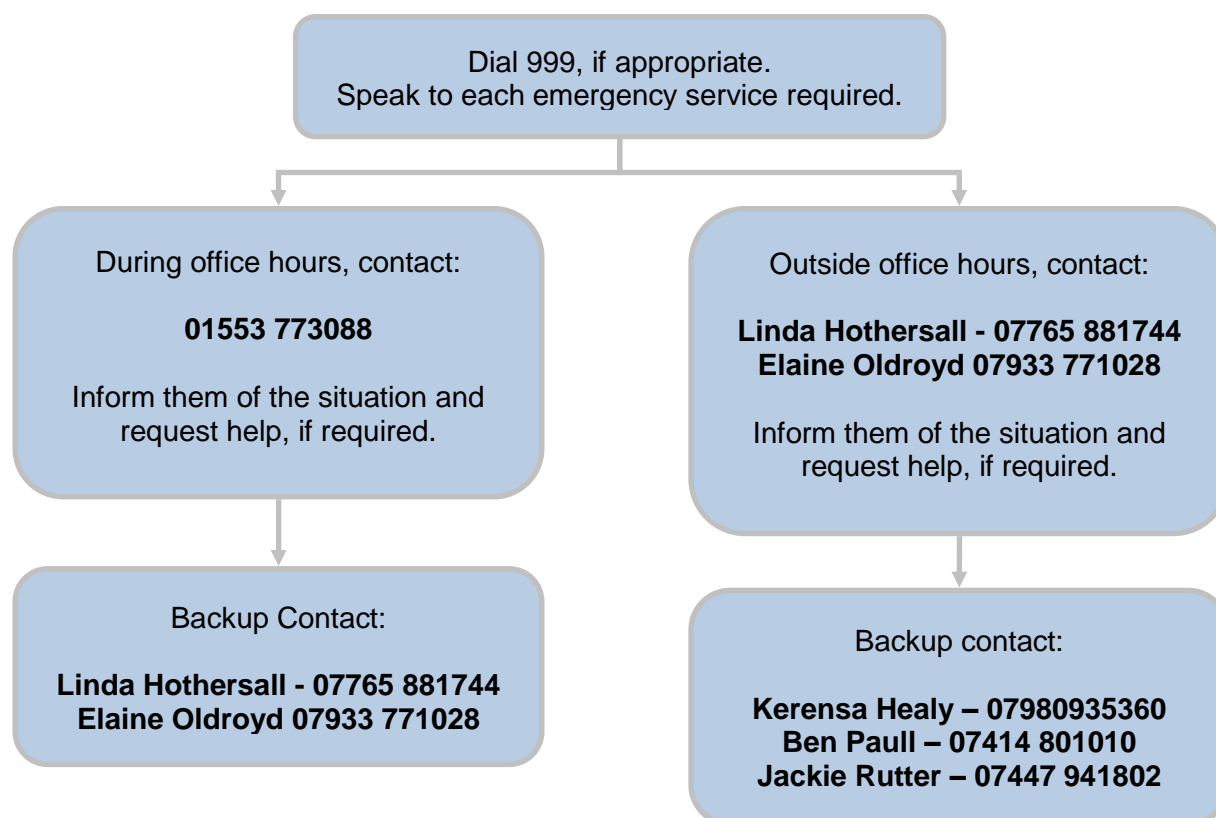
ACADEMY EMERGENCY MANAGEMENT INSTRUCTIONS

Initial action

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

- **Assess the situation and establish a basic overview of the incident.**
- **Take immediate action to safeguard pupils, staff and visitors.**
- **Attend to any casualties and administer first aid, if appropriate.**
- **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

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



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

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

Should the incident involve immediate evacuation of the Site and the movement of pupils/staff to a safe alternative, this would be to King's Lynn Academy (examples would include a bomb scare or an incident at the local Morrisons petrol station).

The Senior Emergency Management Team

Unless the incident is minor, it will be impossible for the Principal (or a Deputy Principal) to implement all the actions required on behalf of the Academy.

A Senior Emergency Management Team (SEMT) will be established at the onset of an incident to assist the Principal in managing the response.

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

Senior Emergency Management Team (SEMT)

Name	Position	Role in an Incident
Linda Hothersall	Principal	Incident Manager
Louise Gayton	Nominated Governor	Governor Representative
Paul Shanks	CEO	CEO of Eastern-Multi Academy Trust
Elaine Oldroyd	Operations Manager	Phone contact point at school
Kerensa Healy	Assistant Principal and SDSL	Welfare lead
Simon Anderson	Trust ICT Support	Systems recovery
Sean Walker	Site Manager	Property manager
Rebecca Schrooder	Trust Communications Officer	Comms (Media) lead
Ben Paull	Assistant Head and DSL	Incident Recorder

The SEMT is responsible for:

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

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

Academy Site Information

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Principal's Office	
Media briefing area	School Library/ Assembly Hall	

Internal/External hazards	Location	Notes / instructions
Asbestos	Kitchen, store in car park, kiln room (all contained)	Asbestos register in school office
Chemical store(s)	Car park workshop. Cleaning chemicals in Site Manager's store in link corridor	Keys for all areas are in key cupboard in store room at back of school office. Any additional keys are in Site Manager's store in link corridor
Morrisons Petrol Garage	300 yards from school site	Underground petrol tanks

Utility supplies	Location	Notes / instructions
Gas	Gas Meter cupboard	Main off tap in outside cupboard directly to the left of the boiler room (part of the curriculum store building)
Water	Car park	Two taps: <ul style="list-style-type: none"> • One tap is under manhole cover with meter in car park • One tap is in Magpies to right of sink, low down Both will turn off water to whole of school
Electricity	Electricity meter cupboard	In Year 5/6 entrance corridor/ cloakroom (key kept in key cupboard in store room at back of school office)
Heating	Boiler house	Opposite main building reception to the left of the curriculum store

Notification and Logging of Incidents

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

- **Maintain a written record of your actions using this form and a log book (any notebook is fine).**
- **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- **Find out what has happened. Obtain as clear a picture as you can.**
- **Discuss with the informant what action needs to be taken and by whom.**

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

Details of incident:

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Where is the informant now and where are they going?

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

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

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What advice have the emergency services given?

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Who has been informed?

- Principal
- Trust Chief Executive / Director
- Academy staff
- Governors
- Pupils
- Parents / carers
- Extended services
- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company
- Trade union

Does anyone else need to be informed?

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Are any other actions required?

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

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

Log-Keeping Guidelines

- Notes should be clear, intelligible and accurate.
- Include factual information.
- Use plain and concise language.
- Keeps records of any expenditure.
- Do not remove any pages.
- Do not use correction fluid.

	<i>Thursday, 19/05/2011</i>
<i>7.40pm</i>	<i>Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.</i>
<i>7.50pm</i>	<i>Rang Philip. Number engaged.</i>
<i>7.55pm</i>	<i>Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.</i>
<i>8.05pm</i>	<i>Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 388 07802 338 202.</i>
<i>8.20pm</i>	<i>Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).</i>
<i>8.40pm</i>	<i>Informed Anna Hughes (deputy Head Teacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.</i>

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

Academy Closure

In the event of the SEMT concluding closure of the Academy is required the following steps should be taken:

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

- Partially opening the Academy to some pupils
- Asking a buddy school for assistance
- Purchasing infection control supplies (in the event of a public health incident).

Log the decision to close the Academy and the reasons behind that decision

Seek support from other organisations (e.g. the local authority) as appropriate.

Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in Annex 7. It may be appropriate to inform:

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

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

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

Ensure the security of the Academy premises.

Put in place arrangements for remote learning wherever possible

ANNEX 4

ACADEMY ICT DISASTER RECOVERY PLAN

Plan Revision History

It is important that this ICT Disaster Recovery Plan accurately reflects the current situation and business requirements at Eastgate Academy. The document must be updated as any changes occur and new versions issued to relevant staff/support company.

Version	Date Issued	Reason for Update
1	March 2015	First version
2	October 2017	Second Version
3	July 2020	Third version
4	December 2021	4th version

Purpose and Scope of this Plan

This plan has been designed and written to be used in the event of a disaster affecting ICT at Eastgate Academy. The decision to initiate Disaster Recovery procedures will be taken by the Principal/Operations Manager in conjunction with the ICT Co-ordinator after assessing the situation following a disaster or crisis. This plan contains all the information necessary to restore an operational computer service in the event of a serious disruption of computer services at Eastgate Academy.

Updating This Plan

This plan must be kept up to date.

It is the responsibility of the Operations Manager (in conjunction with the ICT Co-ordinator) to ensure that procedures are in place to keep this plan up to date. If, whilst using the plan, you find any information which is incorrect, missing or if you have a problem in understanding any part of this plan please inform the Operations Manager so that it may be corrected. Updated versions of the plan are distributed to the authorised recipients listed below.

Distribution List

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

Name
Principal
Operations Manager
ICT Co-ordinator

Plan Objectives

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

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

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

ICT support is from EMAT who would support the Academy in the event of a disaster and the re-establishment of IT requirements.

Infrastructure

The switch cabinet is wall-mounted in the Academy Library. The server is in the speech and language room along KS1 corridor. The server is monitored and maintained by the Trust.

Data Loss

User data is backed up by virtual server. The server is split into different drives as follows:

- P drive – public/shared folders/files
- M drive – media drive for shared photos, etc
- O drive – office/administration files – access to this area of the server is restricted to the Principal and Office Staff

Power Loss

The Server is protected from power interruptions by the APC Smart-UPS. This ensures that the server can continue to operate for enough time to ensure equipment is powered down in a safe and secure manner. The server should be manually turned on to ensure it is started in the correct order.

Telephone

The Telephone system is supplied by MTL Ltd. In the event of a disaster that results in the loss of the telephone system, MTL Ltd will be contacted immediately to ensure disruption to service is minimised.

If there is a loss of power the phone lines will fail. There is an analogue line that the Office Printer/Fax uses that doubles as the emergency line should there be a loss of power.

CCTV

The CCTV System is supplied & maintained by **CTS Security Limited**. This is run independently and is not part of the Internal Tape Back Up.

Standard Action Plan

The following steps will be undertaken once a disaster is identified, confirmed and this plan is activated (in conjunction with the ICT Co-ordinator and/or Uptech Ltd):

1. Evaluate the damage
2. Identify the applications involved
3. Obtain the appropriate backups
4. Restart the appropriate applications
5. Inform users of any temporary procedures applications
6. Order replacement equipment to replace the damaged computers
7. Install replacement equipment and check the applications
8. Inform users of normal operations

Command Centre

If the Eastgate Academy premises are intact following the disaster, the command centre will be located in the School Office.

If an alternative off-site command centre is necessary, the command centre will be located at King's Lynn Academy, Queen Mary Road, King's Lynn, Norfolk, PE30 4QG.

Data Storage Location

This section describes the location where secure copies of data backups and password information are stored.

Storage Location 1	
Location and address	Eastgate Academy
Contact person	Elaine Oldroyd
Contact phone number	01553 773088
Type of vault/safe	Fire proof, metal safe
Maximum capacity	Password Information

Passwords

Passwords for emails and citrix logins are controlled by the King's Lynn Academy ICT Department. Server login passwords are controlled by EMAT at their offices. Passwords for applications and online Academy information (including government sites), are held by the Operations Manager in a notebook stored in the fireproof safe in the Office cupboard.

Critical System Requirements & Applications

This section describes the system requirements for Eastgate Academy's critical business applications.

It is divided into three sections:

- Class 1 systems (must-have),
- Class 2 systems (important)
- Class 3 Systems (Required for Teaching),

with the timescales for these systems to support the Academy.

Class 1 Systems

Timescale	Application	System Requirements (Hardware, Software, Communications, Data, Documentation)	Number of Users
1 week	Office Suite	Server access	90
1 week	Pupil Asset – pupil and staff database	Online – internet access	9
1 week	PS Financials – accounting system	Online – login via citrix login through KLA	2
1 week	PIXL – pupil assessment tracking	Online – internet access	14
1 week	CLJ – teacher planning tool	Online – internet access	13

Class 2 Systems

Timescale	Application	System Requirements (Hardware, Software, Communications, Data, Documentation)	Number of Users

Class 3 Systems

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

Timescale	Application	System Requirements (Hardware, Software, Communications, Data, Documentation)	Number of Users
2 days	TV screens	Hardware	10
3 days	Purple Mash	Online	Site licence
3 weeks	MLS – librarian software	Online	Site licence

Directories/Contacts

All directories/contacts lists are contained in **Annex 2** of the Business Continuity Plan which is issued with this Disaster Recovery Plan.

Inventories (asset register)

The Asset Register is stored online through Assetrac. A hard copy of the asset register is kept in the Fire Grab Bag in the School Office.

Related Documentation

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

- Trust Policy on managing critical incidents and business continuity
- Template for Academy Assessment of Critical Activities; for completion and approval locally, and review by the Trust Finance Director, this will inform the local Emergency Management Instructions (Annex 1).
- Template for Academy Emergency Contacts, for completion, approval and regular review locally for each academy (Annex 2)
- Template for Academy Emergency Management Instructions, for completion and approval locally for each academy (Annex 3)
- Template for Academy ICT Disaster Recovery Plan, for completion and approval locally for each academy (Annex 4)
- Guidance and Sample Action Notes, for consideration locally within staff training or for guidance in the event of an incident (Annex 5)
- Guidance for staff receiving Bomb Threats or Suspicious Packages, to be available in key locations (eg Reception, Staff Room) in the academy and highlighted to relevant staff (Annex 6)
- Guidance on Communications, for consideration and use locally in the event of an incident or emergency (Annex 7)

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

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

ANNEX 5

GUIDANCE AND SAMPLE ACTION NOTES

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

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

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

Incident Management Guidance

Guiding Principles

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

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

IMMEDIATE ACTION – When a crisis occurs:

1. Obtain accurate information relating to the incident and relay this to the Principal (or senior member of staff in their absence)
2. Establish a Senior Incident Management Team in line with Academy procedures and ensure all members have a clear understanding of their responsibilities during this incident
3. The Principal should contact the parent/ carer of the child caught in the tragedy and ask them to come into the Academy for a full briefing if this is appropriate. (This may not be appropriate if the parent/ carer needs to go to a hospital if the child has been seriously injured.) Parents/ carers need to be informed of all available facts as early as possible.
4. The Trust and appropriate officers in the Local Authority will be contacted and notified of the incident so that appropriate assistance can be given.
5. Staff will be informed as early as possible.
6. Ensure any incoming calls by other parents or agencies are answered. A record of who has phoned should be kept so the school knows who else needs to be contacted.
7. All other parents/ carers should be informed that a significant accident has occurred and the result of this may be that their child will be upset. Any parent who is distressed will be offered support and telephone numbers given of agencies which can help.
8. A telephone call may be made to inform our neighbouring schools that an incident of significance has occurred.
9. The Academy will contact the Trust press officer for advice regarding dealing with the media. All guidance will be adhered to. No member of staff or member of the Governing Body will talk to the

media unless previously arranged. Additionally, all parents/ carers and children will be asked not to talk to the media in the best interests of the children, staff and school as whole. It is expected that the Trust press officer will deal with any request for television, radio or newspaper interviews. All enquiries will be directed to and through the press officer who will (if required) arrange to have a briefing session with the press.

10. Pupils will be informed of what has happened in a factual but sensitive way so to avoid any misunderstanding. It is preferable to do this as classes so that children can ask any questions they may have. Facts only will be shared and staff will not share any personal comments or speculations. They will be told as close to the time that parents/ carers are informed.
11. Academy routines will continue (as far as possible). This is to ensure the children feel secure and know there is stability in school.
12. If the incident has resulted in a death, a member of the Academy team will enquire as to the burial customs of the family (some religions hold their funeral services within 24 hours of death). This will include whether sending flowers, for instance, is appropriate.

SHORT TERM ACTION

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

1. Ensure children receive any medical or first aid support they require and that they are physically safe from any further harm.
2. Ensure children are re-united with their families as soon as practicable. If necessary, organise for families to be taken to their children.
3. Ensure all staff, teaching and non- teaching, have an opportunity to express their emotional reactions to the crisis.
4. Make contacts with other professionals and organised support for any member of staff or child who requires professional help. The Principal has responsibility for ensuring that the right professional support is in place for the children. If appropriate, set up a regular support group, counselling sessions and someone who will monitor and access the children's and/ or staff's needs and their well-being.
5. Organise for appropriate agencies or the local clergy to come into the Academy to talk to all the children in assemblies if this is required and will be helpful.
6. After a few days or when deemed appropriate, organise for a designated person in the Academy to be available to listen to any of the children's reflections, thoughts and feelings on the prior events. If a child feels more comfortable talking to another member of staff, this will be acknowledged and organised.
7. If a child or a group of children have been personally affected by the incident, all other children need to be given time to make cards and send messages as appropriate.
8. Staff need to be aware that children may show a reaction in their play and learning and that this can be a normal reaction to significant events. Staff need to make observation notes and keep careful records of any behaviour that is unusual for the child. These should be shared with the parent and the Principal must be informed. Appropriate support will be put in place if this is required.
9. Organise a debriefing session for children and staff by an experienced person from outside the school. This is to ensure:
 - there is clarification about what has happened
 - there is an opportunity for everyone to share and talk about their reaction to what has happened
 - give reassurance
 - mobilise resources
10. The Principal must contact the families of those who have been hurt or bereaved and express sympathy and give support

MEDIUM TERM ACTION

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

At the Academy we will:

1. Make sensitive arrangements for the return to school which may include:
 - the possibility of part time or flexible attendance
 - preparing re-entry into the class
 - ensuring the curriculum is well thought through
 - a catch up package is planned
 - organising visits by the class teacher and friends to give confidence and a clear message of a support network at school
 - set up 'sanctuary' arrangements for any pupil if they feel upset or become overwhelmed by the recent events
2. Arrange alternative teaching if necessary (the pupil may have difficulties concentrating or writing and this will need to be considered by staff)
3. Arrange support for affected staff. Staff may need to have their own needs met and the Principal will contact any appropriate outside consultants or agencies to assist with this. Advice will always be sought from Health or Local Authority personnel.
4. Liaise with parents which will include the sending of bulletins. These may include what help has been put in place, a list of people who can offer further support and who to contact if parents have any further concerns about their child.
5. Decide about attendance at funerals.
6. A special assembly or memorial service will be planned to allow the whole school community to acknowledge the events and to ensure there is a moving on from these.
7. Ensure staff and parents/ carers are aware of how they will be kept up to date with their child's progress in school. The Principal will contact any parent/ carer personally and establish a plan of communication.

LONGER TERM ACTION

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

1. Introduce strategies to continue monitoring the most vulnerable pupils and staff. All new members of staff will be informed of the events that took place and additionally, have access to any monitoring notes made. New staff will additionally know how to obtain further help if this is necessary.
2. Consult and decide on whether and how to mark the anniversary of the event.
3. Plan how to deal with any legal processes, enquiries and even news stories that may bring back distressing memories and cause temporary upset within the school.

Sample Action Cards

Action Card - Co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant Academy Emergency Management Team roles:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the team ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of team / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the team. Work closely with the team to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the team and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for Academy staff involved in the response.	
C25	Represent the Academy at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the Academy emergency plan.	
C27	Consider contacting the Head Teachers of nearby schools to inform them of any important issues relating to the incident.	

Action Card - Business Continuity

Ref ^r	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the Academy. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the Academy premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref ^r	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the Academy open and try to maintain normal Academy routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the Academy routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref ^r	Business continuity - recovery	Tick / sign / time
BC10	Work with Academy staff and other organisations to restore the usual Academy routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

Action Card - Communications

Please refer to appendix 6 for more information on communication arrangements.

Ref ¹	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the Academy answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref ¹	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the Academy answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref ¹	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

Action Card - Log-keeping

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

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

Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

Action Card - Media Management

Ref ^a	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the Academy site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the Academy, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the Academy. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref ^a	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the incident team, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through social media/mobile phones etc).	

Ref ^a	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

Action Card - Resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the Academy without hindrance. Consider sending a member of staff to the Academy entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	<p>Work with other staff and the emergency services to control access to the Academy:</p> <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	<p>Establish safe and secure areas to assist the response. E.g.:</p> <ul style="list-style-type: none"> ▪ Incident team briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the Academy.	
R8	Ensure the Academy site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

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

Action Card - Welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	

Ref'	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils...	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave the Academy.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

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

Action Card - Educational Visit Leader

Ref ^a	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Principal (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Principal / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Principal (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the Principal (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

Action Card - Welfare & Post Incident Support

Ref ^r	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the Academy library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the Academy ▪ Who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave the Academy (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to the Academy after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. 	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. 	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the Academy.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the Academy will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"> ▪ Closing the Academy on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the Academy ▪ If staff and pupils can be allowed time off to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	

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

ANNEX 6

BOMB THREATS AND SUSPICIOUS PACKAGES

Bomb Threats

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

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

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

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

Did dialling 1471 work?

Time the call ended:

.....

.....

- **Contact the Police (999) and Principal / nominee immediately.**
- **Carry out further actions based on Police advice.**

What gender was the caller?

- Male
 Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

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

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

.....

Notes:

Suspicious Packages

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

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

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it. 	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Principal / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

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

ANNEX 7

COMMUNICATIONS

Our Media lead and Spokesperson is Paul Shanks CEO, EMAT Trust

Our Deputy Media lead and Spokesperson is to be confirmed Linda Hothersall Principal

The room designated for media briefings and press personnel is the School Library/Assembly Hall. Our alternate room is a meeting room at KLA Trust offices.

Press, pupil and parent briefings would be co-ordinated with EMAT Trust offices at KLA. An example of a staff and parent briefing is kept at the end of this section.

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

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

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

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

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

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

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

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

Communications Checklist

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01553 773088	School office
Outgoing calls	01553 773088	School office
Alternate line	01553 773355	School office – fax line (can also be used as 'phone)

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

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> ▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Message cannot be updated remotely
Academy website	<ul style="list-style-type: none"> ▪ Log-in details – individual login ▪ Roxane Soanes, Eastgate Academy ▪ Can be updated remotely
Text messaging system	<ul style="list-style-type: none"> ▪ Log-in details – individual logins ▪ Elaine Oldroyd, Carole Walker, Nicola Lipscombe, Linda Hothersall ▪ Can be accessed remotely
Local radio stations	<ul style="list-style-type: none"> ▪ Instructions for reporting Academy closures – see emergency closure procedures issued to all staff
Telephone tree	Text system is used to communicate closures – emergency closure procedures contain all staff telephone numbers
Sign at Academy entrance	Sign could be displayed at main entrance door if necessary
Email	Email relevant contacts and parents
Letter	Letter to parents as appropriate
Academy notice board	Noticeboards: staff room, photocopier, outside boards for each phase group to communicate to parents

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

Group	Preferred method of contact	Contact details are available from
Pupils	Face-to-face, assembly, class briefing, letter	School Office – Pupil Asset
Parents / carers	Text, letter, briefing sessions	School Office – Pupil Asset

Governors	Email, phone	School Office/Clerk to LGB
Extended services	n/a	

Sample Staff and Parent Briefing

You will be aware of the recent incident that has affected our Academy. We are currently working closely with the Trust and the **(eg, Local Authority/other relevant body)** to ensure that disruption is kept to the minimum possible. However, as you will appreciate, it will be a while before we are back to normal. For the immediate future we have made the following arrangements, which will come into effect from *[INSERT DATE]*.

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

Please note that our contact numbers are:

[INSERT TELEPHONE NUMBER]

[INSERT FAX NUMBER]

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

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

Yours sincerely,

Principal