Business Resilience Plan

St.Mary Academy Trust

The Mill Academy

This document provides St.Mary Academy Schools with procedural information, guidance and template documents to support each schools in relation to Critical Incident Management & our overall organisational approach to Business Continuity '

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RECORD OF AMENDMENTS CONTROL SHEET

Record any Changes, document insertion or deletions etc in this section (ensuring all holders of the document receive and record changes made)		
Date of Change	**Section to be Changed**	**Detail of Changes Made**
21st November '14	Draft Document prepared	N/A
	Discussed and agreed by trust board	
20th June 2017	Update of all relevant information	Staff added or deleted as new staff structure.
4th March 2019	Update of all relevant information	Staff/governors added or deleted to current staff structure
10th March 2021	Update of all relevant information	Staff/governors added or deleted to current staff structure
12th October 2022	Update of all relevant information	Staff/governors added or deleted to current staff structure
12th September 2023	Update of all relevant information	Staff added or deleted as new staff structure

CONTROL RECORD SHEET FOR CIP DOCUMENT HELD BY: ___Josephine Loy_____

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SECTION ONE BUSINESS RESILIENCE PLANNING PROCESS

1.1   BACKGROUND

It is recommended that senior school mangers and key governors within our trust familiarise themselves with our organisations business resilience process. Those involved should read this document and make themselves familiar with its content and their specific roles and responsibilities in the event that our plan is evoked. The following sections are designed to provide guidance, support and an aide memoir for those who may be involved in the management of an incident and the recovery from it.

Staff have an expectation to work in an environment that is a safe as practically possible and parents trust staff to keep their children safe. Due to the professionalism of staff, schools remain on the whole safe and secure places in which to work and educate our children. Unfortunately however there are rare occasions where schools can be affected either directly or indirectly by emergencies or unplanned events which can have a devastating effect on schools and their communities. Effective planning can minimise the impact of a potential crisis, save lives and or prevent injury, damage or harm to people, resources and reputation.

Our trust's overarching aim is to conduct our business with the highest regard for the health, safety and welfare of staff, pupils, parents, visitors and the wider community, to protect and preserve our premises, reputation and the environment. Continuity of operations must be maintained where ever it is practical and safe for all stakeholders to do so.

In our plan the following key phrases or terms that are referred to in this document include;

Critical Incident/Emergency Response *– this is the immediate response to an incident in order to limit injury/damage or disruption (often from the time of the incident and up to 24 hours after it has occurred). Where necessary, emergency services, the Local Authority, the Schools Landlord/the trust board etc will stabilise the incident to make sure people and or buildings are safe. The initial management of any incident in our trust will initially utilise the information in the individual School **Critical Incident Handbook (CI)**. Often this will be sufficient to manage the crisis situation and return the school back to a fully operational state within the same day/24 hour period.   However more significant incidents or disasters may require more intense and extended periods of management for the school to recover fully and in these instances the trust will utilise the information in the **Business Continuity/Business Resilience Document (BC.)***

Business Resilience Management – this requires the establishment of an Incident Management Team(s) (IMT) to manage the issues arising from the emergency; establishing clear lines of management and communication (Command and Control); prioritising tasks; evacuating the site; stabilising the situation; communicating with outside bodies and agencies, in addition to investigating the root causes of the incident. In addition where necessary it involves the longer term recovery and as such plans must also clearly identify those involved in the schools full recovery defining their roles and responsibilities to manage the planned return of staff and students; re-occupation of existing or alternative buildings; resumption of services; counselling and support for staff, pupils and the wider community; in essence the restoration of normality (probably starting at day 2 or 3 of any major incident)

1.2   KEY PLANNING PRINCIPLES

As part of our planning process The Mill Academy is committed to the following six key principles with regard to our resilience to incidents affecting our school(s);

Top down leadership – the trust board, individual head teachers, members of senior leadership team, site manager and key governors will all work together to ensure plans are developed and kept up to date.

Clear communication – plans will not be developed in isolation, information from risk registers, health, safety and risk reports, school improvement plans, other inspection reports and key 3rd party provider information will all feed in to our crisis management arrangements.

Coordination - with other community & provider organisations (e.g. police, health, local church, 3rd party contractors etc.) will take place to help support the process. It will also be recognised that such communication with colleagues in other schools, the Local Authority and insurance advisors is essential so that they fully understand what plans we have in place and any specific needs we may have from them in the event of an incident.

Use of a Common Process – by using the templates and guidance within this document the same planning process can be undertaken across all the schools in our trust. We aim to use consistent terminology and processes to make the planning process as straightforward as possible. Documents will be localised where appropriate to suit each schools specific needs and requirements and will reflect the age range and abilities of both pupils and staff.

Accessibility of Plans – Staff, parents, governors and pupils will be made aware of the relevant elements of our plan (in differing degrees), we expect key staff and governors to have a good working knowledge of the content of the plan in advance of an incident, and training will be given if appropriate. Where as often it is enough that parents know we have a plan and how we will contact them in the event of an emergency.

 It is appreciated that staff will not have time to read the plan as a crisis unfolds, (but may need to refer to elements of it for guidance) so it is essential they understand how our plans will operate, in advance.

Training and Practice – Whilst it is appreciated we cannot simulate every crisis situation, appropriate testing of the content and practicalities of the plan is considered important to ensure it will work in practice, testing of the whole plan or elements of it will take place periodically but should not be intended to inconvenience the learning of pupils or the wider community unnecessarily.

Plans are Living Documents – There will be a regular review and revision process in place, analysing testing outcomes, reviewing current best practice guidance and revising the plan as necessary. As a minimum our whole plan will be reviewed every two years.

1.3   PLAN INVOCATION

The plan may be invoked only by an authorised member of the Incident Management Team (IMT), or in their absence their appointed deputy. The decision to invoke the plan should be made based on set criteria, having obtained as much information regarding the incident as possible.   The person invoking the plan will decide who will be needed to support them to staff a Command Centre (on or off school premises) to co-ordinate the schools response and facilitate Service Recovery depending on the nature of the incident.

Depending on the nature and the extent of the incident, the IMT may operate on a reduced number of staff to set up and or run the short term response, other staff may be placed on standby, to assist, provide information or support as necessary.

The decision to invoke the Critical Incident Process (or relevant part of it) by the IMT will be based on one or more of the following criteria listed below -

1. Loss of landline telecommunications for more than six hours

2. Loss of curriculum IT function for more than six hours

3. Loss of key utility services (gas/electric/water) for more than three hours

4. Loss of premises or access to premises – teaching spaces for more than one hour

5. Loss of premises or access to premises – offices / administrative / catering and other support functions for more than two day(s)

6. Loss of one or more children from the school site for more than ten minutes

7. Loss of one or more children whilst off site (UK or abroad) for more than five minutes

8. The incident / emergency situation can only be efficiently managed through the business resilience process, and cannot be addressed using standard management procedures / processes / responses.

9. The cost of the response to an incident falls outside of the appropriate managers standard delegated financial authority

10. The circumstances of the incident prohibit the normal services provided by the school for more than **36 hours at which point the Business Continuity Process would also be invoked** irrespective of the nature of the incident

11. The incident (internal to the school) has (or may) become public knowledge so that staff, students, parents, contractors and suppliers could potentially lose confidence in the reputation of the school and therefore require reassurance

12. A wider community incident / situation (external to the school) is so widespread / has such a significant impact on the whole community that staff, students, parents, contractors and suppliers may need reassurance or guidance in order that the school continues to function smoothly

13. The incident will attract significant media coverage (local and or national)

1.4 PLAN ESCALATION

If a serious event/incident arises, the first person to identify its potential critical nature will:

1. First alert others e.g. Contact the school office, set off the fire alarm etc as appropriate and as indicated within the individual school procedures and or staff handbook

2. Next call 999 if appropriate and ask for the appropriate help, e.g. Fire, Police or Ambulance

3. Finally call the Incident Management Controller (IMC) or Deputy to report the situation and any actions taken so far, completing the Incident Alert Template as soon as practically possibly and handing it to the Incident management Controller (IMC).

Once alerted the IMC or their Deputy must then decide if the situation can be managed relatively easily and straight forwardly within the context of normal management systems or if the plan should be invoked (see 1.3 above). In many cases, it is prudent to invoke the plan to avoid wasted time later, once the full extent of the situation is known the IMT can always be stood down. **The following escalation levels apply for our Academy:**

Stage 1   Immediate action taken following notification of a potential incident

Stage 2   Responder notifies the IMC what happened and what has been done so far

Stage 3   IMC assesses situation and decides if action taken so far is sufficient and the school can cope with the incident under 'business as usual' circumstances or   if the full plan is to be invoked and IMT to be formed to respond to incident

Stage 4   IMT formed, meet and agree incident response and tasks to undertake. Reviewing progress/outcomes after 24 hours

Stage 5   If IMT consider incident cannot be solely managed by school additional 'experts' are contacted and co-opted on to IMT as necessary and or the trust Recovery Management Team (RMT) is contacted and if appropriate takes   over responsibility.

1.5 PLAN ASSUMPTIONS

Our business resilience arrangements make the following general assumptions as part of an individual schools response to an incident, in order to operate effectively -

- The Critical Incident arrangements (CI) will be invoked initially and where the incident does not require a formal longer term recovery strategy the Business Continuity arrangements (BC) will not subsequently be invoked

- The Business Continuity Process (BCP) will be invoked if the individual school IMT consider that they are unable to manage the Critical Incident in isolation to return the school to business as usual

- The number of staff/pupils evacuated to the predetermined offsite place of safety can be accommodated safely for several hours if necessary

- The numbers of staff/pupils to be temporary relocated to alternative site(s), for a number of days/weeks, as identified in the business continuity arrangement, will be the subject of a Health and Safety assessment and review and comply with any relevant legislation

- An IT & telecoms recovery plan is in place and it meets the schools longer term business needs

- Third party contractors are organised and are able to be mobilised within a maximum of **twelve hours**

- The School CI and BC arrangements will be subject to regular review and amendment

- Sources of critical information, such as lists of contacts, (staff/parents/key service providers) are used regularly and will be kept securely and up to date by users as details change

- All staff and key governors are aware of the trusts CI and BC arrangements as far as it impacts on their particular roles and responsibilities

1.6   TESTING THE PLAN

Our trust plan is owned by the Incident Controller/Deputy and the Chair of Governors/ deputy at each school. However in order to maintain a consistent approach to business resilience arrangements across all schools in the trust an individual plan once agreed can only be changed if both the trust board and individual school agree.   The Incident Controller and Deputies will also oversee all maintenance of the plan, review and testing as part of their core responsibilities. Our plan will be reviewed as a minimum every **two** years.

SECTION TWO CRITICAL INCIDENT RESPONSE

2.1 BACKGROUND

The key to managing any critical incident is planning. Schools that have developed a documented plan are able to cope more effectively both during and immediately after an incident. Having a plan enables staff to react quickly and effectively and to maintain a sense of control. It also ensures that normality returns as soon as possible and that the effects on staff, children and young people are limited. An incident can take many forms from the loss of premises, the sudden death of a student or staff member, a bomb threat or a wider community incident such as power outages, floods etc.

The key actions defined within this section of our plan are provided to help support each individual school within our trust in dealing with the initial response to an emergency situation, (a critical incident) and the role that the school **Critical Incident Team (CIT)** will play. This section of our plan is not designed to support staff undertaking the longer term recovery of business activities (known as business recovery or business continuity response) as this will be coordinated by the trust Recovery Management Team (RMT) see Business Continuity section for further details.

All the schools in our trust will ensure they create a coping, supportive and caring ethos by:

- ✓ Nurturing a physically and psychologically safe school through the development of child centred anti-bullying processes, peer support programmes, stress management and suicide awareness programmes, evacuation drills, safety inspections and equipment and buildings checks.

- ✓ Including elements in the curriculum covering such areas as communication & decision making skills, self-esteem, bereavement, stress awareness, and coping skills.

- ✓ Creating whole school pastoral care structures and regularly reviewing their effectiveness.

- ✓ Allocating time and resources to train staff to deal with critical incidents.

- ✓ Developing links with outside agencies/the local community and procedures for referral to or communication with them

- ✓ Understand when events fall outside of the scope of the individual school and escalate these to the Trust Recovery Management Team (RMT)

Our Schools Definition of a Critical Incident is: 'an incident or sequence of events affecting students, staff or property requiring immediate responsive action beyond that which could be reasonably expected from the school's management team during the day to day running of the school.'

A critical incident will require an immediate emergency response in order to limit injury and or minimise further damage or disruption, this will often be from the time of the incident to up to 24 hours and in most instances can be successfully managed by the school using the information within their Critical Incident Handbook. However the trust will if required support an individual school within these first 24 hours if it is deemed necessary by the school incident controller.

Examples of critical incidents might include:

- The sudden death of a member of the school community

- An accident involving students or staff on or off the school premises (e.g. on an educational visit within the UK or abroad)

- A serious breach in school security procedures leading to a physical attack on staff or young people

- Significant damage to part or all of the school building (e.g. through fire, arson/vandalism, loss of utilities, floods)

- A potential threat to the school through malicious or authentic intent (e.g. bomb alert)

- An accident or tragedy in the wider community

- An incident in the neighbourhood (e.g. fire, threat of explosion, severe road traffic accident, gas leak, chemicals spill etc)

Part of the process of managing a Critical Incident will be progressively returning things to 'business as usual' the period this will take will depend on the severity of the incident and in some cases will require escalation to the trust and the invoking of the trust Business Continuity Process (BCP) and the formation of the trust Recovery Management Team (RMT) to help support the individual school involved.

2.2   ACTIVATING THE PLAN

Potentially any member of staff, governor, pupil or organisation external to the school could be notified of an emergency situation or incident, and relay this information.   so it is important that all employees are aware of our CI arrangements and how and who to notify in the event of a crisis situation.   It is essential that whoever receives an 'alert' obtains as much information from the source as possible and records this on an incident log, (see templates section). As the information provided will help the IMT Controller to decide on the appropriate response. The activation, escalation and communication templates and flow charts provided will help ensure the appropriate response is taken:

2.3   EVACUATION, SHELTER OR LOCKDOWN

 ALL STAFF should be aware of the procedures within their school for evacuating, shelter or lockdown;

Evacuation The purpose of an evacuation is to move people away from danger to a safe place. This is likely to involve withdrawal from a hazard (e.g. suspected bomb, gas leak, flood etc) within a specific part of the school building, but in some circumstances could require evacuation of the whole site (e.g. in a fire related incident). Evacuation procedures are documented on the appropriate template appendix to this document. Remember to include the Personal Emergency Evacuation Plan (PEEP) for anyone who will require assistance.

Our school will identify an initial (on site) assembly point and a secondary (offsite) place of safety. Arrangements must be communicated with regard to the evacuation type and evacuation point to be used.

Shelter This is when staff and students are required to shelter within the school building. This can be as a result of an incident (e.g. potential gas leak), people are stranded (e.g. flooding/heavy snowfall) or to ensure that students and staff are not walking into further danger (e.g. bomb threat). Arrangements for the shelter option are included within the template document.

Lockdown The purpose of a lockdown is to prevent an intruder from causing harm to students and staff. This is rare but arrangements should be in place should school ever have to deal with such a situation. Lockdown arrangements will depend upon the size and layout of the specific trust school but will involve securing the school and identifying suitable space for students and staff to protect themselves and hide. Areas used for lockdown should ideally have a secondary exit route in the event that an intruder does gain entry to the area. Each individual trust school will identify the arrangements in place within the template.

2.4 MAINTAINING THE CRITICAL INCIDENT PROCESS

The Department for Education emphasise that every school should maintain up to date contact details for use during an emergency. Knowing who to contact, and being able to contact them quickly, is fundamental in responding successfully to an incident. Up to date contact telephone numbers both in an out of school hours will be held securely and verified every **6 months.**
Information will be held for;

- Emergency support services

- Off site place of safety provider

- Key Trust contacts

- Key Council services

- Students, parents, carers

- All staff and Governors

- Key Strategic partnerships (e.g. cleaning/catering/ICT contractors, building maintenance etc) and Utility providers

- Local Radio Stations

- Health, Safety & Insurance Advisors

In addition each school will review its CI procedures/process following an incident.

2.5 RESPONSIBILITIES DURING A CRITICAL INCIDENT

Coordinating each individual schools response to a CI will be that of the school specific Incident Management Team (IMT). General roles and responsibilities for IMT members involved during an emergency situation are defined within the Critical Incident Handbook, and will include those with responsibility for -

- Coordinating the initial response and ensuring the safety of those involved
- External Liaison, with outside bodies, parents/carers, distressed visitors, the media and wider community
- Internal Liaison with staff, governors, students etc
- Administration and services including phones, ICT, providing facilities, transport and food if required, in addition to logging and recording events and trying to maintain as much normal school activity as possible.

Staff and governors with allocated roles will each hold an up to date copy of the CI Handbook.

The Critical Incident Team Will:
✓ Maintain the normal routine as far as possible for classes and or areas of the school not immediately affected by the incident
✓ Ensure staff required to support the response are fully trained and understand the different procedures to follow in the event of an incident.
✓ Test the response arrangements to give staff the confidence and expertise to undertake their role in an emergency and will also help to review, ensure preparedness and embed plans within the school.
✓ Alert the Trust RMT where an incident falls outside the parameters set or requires external support to fully recover. In addition following any incident undertake a de-briefing, seeking the views of all staff involved about the response arrangements.

Critical Incident Grab Bag

Each trust school will have a 'grab bag/box' in the event of an incident or evacuation, shelter or lockdown, this will contain key essential items and a designated member of staff will have responsibility for it.

Short Term Actions (CIP)

Procedures to be followed will depend on the incident and the circumstances surrounding it along with particular arrangements in place in school, the guidance provided within the CI Handbook is intended to help support individual schools with regard to short term actions **for day one only**, through a range of emergency situations if the incident is likely to span more than one day the trust RMT contact MUST be consulted, as trust Business Continuity (BC) arrangements may need to be invoked. In addition if collectively the school IMT feels the incident requires additional trust support then contact should be made with the named RMT representative for further advice, their response should be recorded on the appropriate critical incident log sheet.

CRITICAL INCIDENT HANDBOOK FOR

THE MILL ACADEMY

The handbook document provides guidance, support and templates for use by those in our school with management responsibility during a Critical Incident (CI).

CRITICAL INCIDENT HANDBOOK Version No 1	
Date	*12th September 2023*
Copy For	

KEY SCHOOL INFORMATION

School Details	
Name of School	The Mill Academy
Head teacher/Head of School	Rachel Chambers
Assistant Head teacher	Kirsty Glyde
Chair of Governors	Louise Wiley
Type of School	Community Primary
Full Postal Address	Lobwood Worsbrough Bridge Barnsley S70 5EP
School Website Address	www.stmarysacademytrust.co.uk
School operating hours (including extended services)	8:30-5:00
Number of staff	45
Number of students on roll	209
Age range of students	3-11
Office telephone number (switchboard)	01226 289096
Emergency Line Number (not to be given out to parents/public)	R Chambers 07739023724
Office fax number	N/A
Office e-mail address	j.loy@smat.org.uk

Useful Contacts / Agencies / Offices		
Local Authority	www.barnsley.gov.uk	01226 770770
Trust RMT Contact		01226 282721
Department for Education	www.education.gov.uk	0370 0002288
Foreign & Commonwealth	www.fco.gov.uk	020 7008 1500 (24hr)
Environment Agency	www.environment-agency.gov.u	08459881188 (24hr flood line)
Met Office	www.metoffice.gov.uk	0870 900 0100
Health and Safety Executive (HSE)	www.hse.gov.uk	0845 345 0055 (Info line) 0845 300 9923 (Incidents) 0151 922 9235 (24hr)
Health & Safety Advisor		01226 282721
Teacher Support Network	www.teachersupport.info	0800 562561 (24hr England)
NHS	www.nhsdirect.nhs.uk	111

*The school Critical Incident Handbook is provided to the following people who are Incident Management Team (IMT) members, in addition a copy is available to all staff **in the staff room**. It is everyone's responsibility to ensure they are aware of our procedures and the actions required of them in the event of a critical incident.*

Copies of this plan have been distributed to:

School Incident Management Team	Name	Responsibility
Senior Leadership		
Head teacher/Head of School	Rachel Chambers	Incident Controller
SLT Member	Kirsty Glyde	Deputy Incident Controller
Admin Officer	Josephine Loy	Staff Liaison
School Premises Management		
Caretaker	Martin Burton	General caretaking
Trust Caretaker	Alan Steads	
Governors/Trust Board		
Chair of Governors	Louise Wiley	Governor / parent
Other nominated governors		
Trust RMT Representative		Trust Lead
Trust RMT Representative	Tamara Gulliver	Trust Operations
Other Key Contacts		
Extended Service Providers		
Other Key Service Providers		
Health & Safety/Other Advisor(s)	(SMAT)	

THE SECTION BELOW PROVIDES THE KEY RESPONSIBILITIES FOR EACH OF THE ROLES WE HAVE IDENTIFIED FOR OUR SCHOOL SPECIFIC IMT

SCHOOL LEAD Incident Controller Key Tasks (Strategic Lead)
Receive report on the incident from Emergency Responders
Decide whether to activate the Plan. (CIP/BCP)
Contact the IMT and arrange for the set up of the agreed Command Centre
Lead the IMT with regard to decisions on impact, response and recovery
Authorise unusual expenditure as necessary up to level of delegated authority
Receive damage assessment reports from Site Manager
Inform and liaise with Enforcing Authorities – Local Authority, HSE etc.
Approve communications to be issued to staff, parents and the media (as appropriate)
Text message service is the responsibility of the school (Trust support if required)
Receive progress report (from relevant staff) on response and recovery activities
Develop, review and adjust recovery strategy as necessary in conjunction with IMT
Develop and update longer term reinstatement plan in conjunction with IMT
Inform the Local Authority, EFA, Ofsted and MP as appropriate
Direct any media enquiries directly to the Trust

TRUST LEAD Media, Insurer & Finance Liaison Key Tasks
Contact media consultant or if not applicable arrange press release if appropriate
Manage media interest/contact and media personnel on site (Key Media Link)
Establish a media centre if the incident warrants it
Develop and deliver a consistent message based on facts
Advise ICT Lead of information to go on website
Issue revised media statements at pre agreed intervals
Monitor changing emphasis of interests
Inform the Bank(s) and Insurance Broker(s) of incident and support required if appropriate
Act as point of contact for insurer/loss adjusters if appropriate
Inform contractors and other 3rd party providers/hirers etc. of site
Record costs of commitments incurred by response and recovery teams
Draw up schedule for monies due/payable and plan new cash flow
Arrange funds to be available to meet new cash flow demands
Reprioritise budget for remaining year
Work with Insurers and Loss Adjusters gathering evidence for insurance claim

TRUST LEAD ICT Liasion Key Tasks (IT & Telecoms)
Ensure Incident Control Room has access to telecoms and IT as required by ICO
Organise purchase of additional mobile phones and other items (if necessary)
Review functionality of switchboard, re-route/divert calls as appropriate etc.
Ensure those taking calls are briefed with the school response
Undertake an assessment of what equipment is working/salvageable and what needs replacing
Assess and report on damage to/unavailability of IT systems, servers, networks, loss of data etc.
Set up temporary arrangements for voice mail and email out of office responses
Update website & school answer phone with agreed statements provided by IMT
Check backed up data is restorable
Pursue and report on options for remote IT access (staff at home, other sites/locations etc.)
Liaise with local authority and nearby schools with regard to ICT availability/support they can offer
Work with Site staff, insurer/loss adjusters/contractors regarding ICT needs/installation at temporary location or as part of replacement on site
Arrange IT network installation at relevant locations
Arrange for installation and commissioning of ICT services and equipment

Ensure that data security is not compromised during the incident or as part of recovery process

SCHOOL LEAD Security and Contractor Liaison Key Tasks
Set up Command Centre on instruction of ICO
Ensure immediate and ongoing security of site to ensure safety of people and premises during the incident
Ensure utilities are made safe and any immediate security or safety issues are addressed
Inform relevant contractors/providers to divert services as appropriate
Assess and agree priority for short and medium term accommodation needs (space/access/services)
Organise alternative accommodation for immediate needs as discussed with ICO
Identify likely timescales for alternate premises in conjunction with insurance loss adjusters
Liaise with Local Planning and Building Control Department as necessary
Arrange for installation and commissioning of any temporary equipment & services

SCHOOL LEAD Staff Liaison Key Tasks
Obtain injury & missing persons reports from First Aiders, Fire Wardens, etc
Send school representatives to hospital (if appropriate)
Provide Next of Kin data to Police, staff/pupils (if appropriate)
Employ communication to staff, parents and other stakeholders
Attend Police meetings with next of kin and help until family / friends take over (if appropriate)
Set up an emergency number for welfare issues (if appropriate) and brief staff manning the phones
Liaise with local authority and nearby schools regarding any temporary available accommodation
Organise re-location transport for staff and pupils
Brief whole school staff/volunteers with agreed statements from IMT
Arrange trauma/grief counselling as appropriate (staff/pupils)
Assess staff morale and assist as necessary
Support on-going process of relocating school activities (from HR prospective)
Support staff at home as necessary (undertake home visits as necessary)
Contact recruitment agencies, supply teachers, other schools as necessary for temporary cover

SCHOOL LEAD Governor & Parent Liaison Key Tasks
Obtain injury & missing persons reports from First Aiders, Fire Wardens, etc
Arrange governor representatives to go to hospital (if appropriate)
Attend police meetings with next of kin and help until family / friends take over (if appropriate)
Ensure an emergency number/information is available (for parent/governor queries - if appropriate) and brief staff manning the phones
Brief governors with agreed statements from IMT
Arrange trauma/grief counselling as appropriate (governors/parents)
Assess governor morale and assist as necessary
Support on-going process of relocating school activities
Support parents at home as necessary (undertake home visits as necessary)

SCHOOL &/or TRUST LEAD Other IMT Members Key Tasks
Support the IMT in setting up and getting operational the agreed Command Centre
Undertake the responsibilities allocated by the IMT
Liaise with staff/students/parents/governors/others as directed by IMT Media Lead
Feed back to IMT potential issues that may affect the recovery
Report damage assessment reports to the IMT as appropriate
Inform and liaise with Emergency Services (if appropriate)

BUSINESS RESILIENCE POLICY FOR

The Mill Academy

Introduction and Background

The Mill Academy takes the safety and welfare of everyone on our site seriously and in the event of an incident or emergency either on site or involving our staff and students off site (undertaking school related activities) we will invoke emergency procedures in line with our school policies, procedures and plans.

Our Incident Management Team (IMT) takes the lead responsibility at an individual school level for our Critical Incident (CI) arrangements, providing an initial response to any incident impacting on our school. The wellbeing of our young people and staff is of paramount importance and we aim to provide a safe and nurturing environment at all times.   Whilst our school IMT will take the lead on managing the initial stages of any Critical Incident (CI) we may call on support of the trust Business Recovery Team (BRT) to support our longer term business continuity and recovery where appropriate.

Definition of a 'Critical Incident'

The staff and management of the school recognise a critical incident to be "an incident or sequence of events affecting students, staff or property requiring immediate responsive action beyond that which could be reasonably expected from the school's management team during the day to day running of the school."

Critical incidents may involve our premises or one or more children or staff members, or members of the wider local community. Types of incidents our school considers to be critical incidents might include:

- The sudden death of a member of the school community

- An accident or significant incident involving students or staff on or off the school premises

- A physical attack on staff or children or intrusion into the school

- Serious damage to the school building through fire, arson, vandalism, floods etc.

- A potential threat to the school through malicious or authentic intent

- The loss or significant disruption to key systems and services (Telecoms, ICT, Utilities)

- A pandemic or other major absence of key staff

- The disappearance of a member of the school community

- An accident, incident or tragedy in the wider community

Aim

The aim of the CI arrangements are to help our school management and staff to react quickly and effectively in the event of an incident, to enable us to maintain a sense of control and to ensure that appropriate support is offered to children and staff. Our procedures aim to minimise disruption to and the effects on our school community and enable us to affect a return to normality as soon as practically possible.

Creation of a coping supportive and caring ethos in our school

We have put systems, policies and procedures in place to help to build resilience in both staff and children, thus preparing them to cope with a range of life events. These include measures to address both the physical and psychological safety of the school community.

Definition of 'Business Continuity Management'

Our trust wide business continuity (BC) process has been developed to ensure the continuance of critical business functions in the event of a significant disruption/loss of service.

The staff and management of **St Mary's Academy Trust** recognise business continuity management as, **'a holistic management process that identifies potential threats to an organisation and the impacts to business operations that those threats, if realised, might cause. It also provides a framework for building organisational resilience with the capability for an effective response that safeguards the interests of its key services'**

The aim of our BC process is to identify our critical business processes, the maximum exposure time our organisation is prepared to cope with such a disruption and how as an organisation we will respond and recover from them.

Response Team

An Incident Management Team (IMT) has been established in each school in line with best practice guidance, the members of the team are selected on a voluntary basis and will retain their roles for at least **two** years. The members of the team will meet as a minimum annually to review and update the policy and review our procedures. Each member of the team has a dedicated responsibility in the event of an incident.

A Business Recovery Team (BRT) has been established at a trust level, the members of this team are selected by the trust board to provide individual schools in our trust with support, either on the request of an individual school IMT, or if it is likely that an individual school is unable to return to 'business as usual' within **24 to 36 hours** of a critical incident.

Record Keeping

In the event of an incident each member of the team will keep records of phone calls made and received, letters sent and received, meetings held, persons met, decisions taken, interventions used, costs incurred and so on.

Confidentiality

The management and staff of all schools within **The St Mary's Academy Trust** have a responsibility to protect the confidentiality of information held and people involved in an incident. We will treat all information held by our school sensitively and only disclose information to those persons authorised to hold it. Any disclosures to third parties regarding an incident will only be undertaken where authorised by the trust BRT Coordinator and will be done so in an appropriate and sensitive manner.

Communication of our plan

All staff will be made aware of our procedures and those with key responsibilities will be provided with appropriate documentation and guidance. Our business resilience policy will be reviewed every **one year**.

COMMUNICATION PROCESS & CONTACT INFORMATION

This section defines the process structure and mechanism for communicating in the event of a critical incident in our school. Our communication cascade system is summarised below.

CRITICAL INCIDENT OCCURS

Head Teacher / Chair of Governors
Decide initial action required and to invoke plan or not

IF ACTIVATION OF SCHOOL CRITICAL INCIDENT PLAN INVOKE COMMUNICATION PROCEDURE BELOW

Head teacher / Chair of Governors

To contact people who can support the response.
(each person to be allocated no more than five people to contact)

School IMT and (if appropriate) Trust RMT contact 07852215963	Assistant Head Kirsty Glyde	Pastoral Support Officer/SENCO Louise Proud	Local Authority Services 01226 770770
Admin Officer Josephine Loy 07709098686	SMT/Trust Board 01226 282721	Parents/carers See attached sheets	Educational Psychology Service Francine Wint
Trust Caretaker Alan Steads 07956975666	Teaching staff See pages 20-21		Health & Safety/Insurance Service 01519 229235

CONTACT DETAILS – CRITICAL RESPONSE GROUP

Name	Role* (if applicable)	Main Contact No	Alternative Contact No
Rachel Chambers	Head teacher	07739023724	01709 204208
Kirsty Glyde	Assistant Headteacher	07910470253	
Josephine Loy	Admin Officer	07709098686	01226 745455
Alan Steads	Trust Caretaker	07956975666	01226 741048
Louise Wiley	Chair of Governors	07845158554	
Tamara Gulliver	Trust RMT Rep	07852215963	01226 282721

*This is the role that has been identified in a critical incident (may not be the same as their school role e.g. Head teacher defined as Incident Controller etc.)

CONTACT DETAILS – KEY FIRST AIDERS (3 day Qualified)

Name	Days/Hours Worked	Department	Ext No.	Other Contact No.
Jillian Braithwaite	5 days 32.5 hours	Key Stage 1		07979227281
Betty Land-Noble	5 days 32.5 hours	Foundation Stage 1		07528077562
Jayne Clapham	5 days 30 hours	Both Key Stages		07527353644
Elizabeth Woodcock	5 days 27.5 hours	Key Stage 2		07952369737

CONTACT DETAILS – SCHOOL STAFF

Name	Useful Information*	Main Contact No	Alternative Contact No
Kirsty Glyde		07910470253	
Joanna Creed		07723025847	011424384051
Annabel Firth		07765184433	
Ellen Crossley		07955699701	
Paige Symons		07882755887	
Carlie Norton		07476234873	
Leanne Addy		07969655151	
Lucy Cook		07491651175	
Lee Winslow		07557952865	
Wendy Wilson	1 day first aider	07903567827	
Gillian Beckett	1 day first aider	07834733471	
Jayne Clapham	Full first aider	07527353644	
Anna Palmer	1 day first aider	07775873684	
Liz Woodcock	Full first aider	07952369737	
Debi Hemingway	1 day first aider	07986128675	
Sue Nuttall	1 day first aider	07939483095	
Cheryl Harris	1 day first aider	07760337794	
Becky Littlewood	1 day first aider	07724 815922	
Lynne Daley	1 day first aider	07549 166630	
Chloe Mountain	1 day first aider	07710621925	
Tansy Sykes	1 day first aider	07578626540	
Alexandra O'Neil	1 day first aider	07403298692	
Tahlia Lawson		07746502563	
Alan Steads	Trust Caretaker	07956975666	
Martin Burton	Caretaker	07920274010 work 07948733924	
Lynn Wood		07890838034	
Michelle Davidson		07986883726	
Tesha Wallace		07762364428	

Sena Mehanovic		07855044430	
Jessica Kirk	1 day First Aider	07989169655	
Gail Kilner	1 day First Aider	07870221121	
Tina Yates	1 day First Aider	07883709944	
Jenny Richardson		07984611207	
Barbara Wilson		07501007360	
Matthew Betts	Head of Kitchen	07917878464	
Betty Newby		07950982722	
Ann Lawton		07860622203	

* It may be helpful to add useful information here, for example staff who are first aiders, key holders, fire wardens, or have other specific skills that would be useful in the event of a critical incident (eg trained counsellors etc)

CONTACT DETAILS – SCHOOL GOVERNORS

Name	Useful Information*	Main Contact No	Alternative Contact No
Mrs L Wiley	Chairperson	07845158554	
Miss Sarah Burgess		07491695119	
Cllr Jake Lodge		07810647154	
Mr Jack Moore	Vice Chairperson	07738394188	

It may be helpful to add useful information here, for example governors who have specialist skills are key holder etc.

CONTACT DETAILS – OTHER KEY NUMBERS

Agency	Type of support	Office Hours	Out of Hours
Local Police Station	Emergency assistance	0114 2202020	101
Key Trust Contact (RMT Member)	Business continuity support	01226 630183	07852215963 Tamara
Insurance Contact	Advice on insurance Cover	01924 234028	01519229235
Landlord/Premises Advisor	St Marys Academy Trust	01226 282721	
Educational Psychology Team	Counselling Support		
Out of hours Social Care Team	Looked after children	01226 438831	08449841800
Key Emergency Contractor	Boarding Up	01226 383107	01226 383107
Transport Provider	Provide Transport for Students	N/A	
Catering Provider	Meals Provision	01226 774459	
Health Protection Agency	Advice on diseases	0114 3211177	
IT Support provider (Mike Childs)	Advice and support on ICT communications	01226 610342	07598297029
Water provider	Loss of water/contamination	0345 1242424	0345 1242424
Gas provider	Gas emergency	0800 111999	0800 111999
Electric Provider Npower Grid	Electrical failure	105	105
Hallam FM	Local Radio Station	0114 2091000	0114 209100
Dearne FM	Local Radio station	01226 204040	01226 204040
Clergy/Local Church	Religious support	01226 286505	
Key Holder for off-site place of safety	Linda Reekie School Business Manager	01226286510	07855514491
Emergency Contractor *	Electrician	01226 383107	01226 383107
Emergency Contractor *	Plumber	01226 383107	01226 383107
Emergency Contractor *	Building Contractor	01226 383107	01226 383107
Emergency Contractor *	Decontamination	01226 383107	01226 383107
Emergency Contractor *	Emergency Cleaning	01226 383107	01226 383107
Emergency Contractor *	Boarding up / glazing	01226 383107	01226 383107

ICE PLUMBING SERVICES * IS OUR EMERGENCY CONTRACTOR (OUT OF HOURS THE PHONE WILL DIRECTLY GO THROUGH TO EMERGENCY CONTACT)

GUIDANCE ON ACTIONS TO TAKE IN THE FOLLOWING SITUATIONS

INITIAL STAGE EMERGENCY RESPONSE FOR
A RANGE OF CRITICAL INCIDENT SITUATIONS:

LOSS OF GAS SUPPLY

- Ensure that all staff, students, parents and visitors on site are safe
- Check equipment is correctly shut down. Shut down all pilot flames if it is safe to do so
- Investigate the reason for the loss of gas supply, e.g. contact Transco, check site for obvious damage
- Isolate any areas where leaks are suspected/identified
- Where leaks are suspected instigate immediate total site evacuation to offsite place of safety
- Prevent any automatic starting of equipment in isolated areas, e.g. heating systems, etc
- Follow guidance from Transco, if necessary arrange pipe work purging
- If necessary arrange a visit to repair the problem, do not allow anyone to switch on any gas or electrical appliances until all clear given

LOSS OF ELECTRICITY SUPPLY

- Ensure that all staff, students, parents and visitors on site are safe
- Check equipment is correctly shut down.
- Investigate the reason for the loss of supply, e.g. contact local electricity company and check site for damage
- Isolate any areas where damage is seen or suspected
- Consider if site evacuation is necessary depending on time of year and estimate down time
- Prevent any leaks of flammable gas or vapour near areas where sparks are likely
- Follow guidance from local electricity supplier.
- Only competent and authorised persons may switch on/ test equipment
- If necessary arrange a visit to repair the problem, do not allow anyone to use equipment until the all clear is given

LOSS OF WATER SUPPLY

- Ensure that all staff, students, parents and visitors on site are safe
- Check equipment is correctly shut down.
- Shut down all valves supplying water to pipes and equipment where leaks are identified
- Investigate the reason for the loss of water supply, e.g. contact local water company, check site for damage
- Isolate any areas where leaks are seen or suspected
- Prevent any automatic starting of equipment in isolated areas, e.g. heating systems, etc
- Do not allow staff or students to access water supply for drinking or washing purposes until it has been assessed as safe for use
- Consider closure of school if water supply is not going to be available for three hours or more
- Follow guidance from local water company, if necessary arrange pipe work purging
- If necessary arrange a visit to repair the problem, do not allow anyone to access the water supply until the all clear is given

LOSS OF TELECOMMUNICATIONS

- Ensure that all staff, students, parents and visitors on site are safe
- Check equipment is correctly shut down.
- Revert to mobile phones, walkie talkies and email
- Investigate the reason for the loss of telecommunications, eg contact supplier or BT to test the line(s), check site for damage
- Isolate any areas where damage is seen or suspected
- Follow guidance from supplier or BT,
- Use the battery backup facility to operate the switchboard if safe and appropriate to do so (where one is provided)
- If the system is to be down for more than **three hours** place alert on school website, send out text message to staff & parents if available and arrange with telecoms provider to redirect calls to the trust on 01226 630183/2
- If necessary arrange a visit to repair the problem, do not reboot the switchboard until given the all clear to do so

TELEPHONE BOMB THREAT

- Details to be recorded on ALERT form and passed immediately to Incident Controller (or deputy)
- Incident Controller to decide based on known information to evacuate (or not) to a safe place off site. A different system may be in place for non fire evacuations (this should be detailed in staff handbooks/induction). Also refer to bomb threat guidance document.
- If evacuation takes place where possible avoid car parks, areas with large glass windows, roads, refuge/litter bins, etc
- Ensure that all staff, students, parents and visitors on site are safe
- Report the threat to the Police by dialling "999" and follow any police guidance given
- Do not return to the building or site until the Police / Army have declared the area safe

VIOLENCE AND AGGRESSION (ALSO REFER TO FR3 NUISANCE ON SCHOOL SITE FRAMEWORK)

- If someone (excluding students) is violent or aggressive (verbal or physically threatening) try to remain calm and try to deescalate the situation by reasoning with the person(s) involved
- Call for assistance and or someone to contact the police using the predetermined emergency code word/phrase
- Try to make a mental note of what the person(s) look like, are wearing, sounded like etc, report this to the police when they arrive
- Arrange first aid/medical treatment and care for anyone injured
- Follow Police guidance carefully.
- Refer to the Incident Controller who may decide to lock down the site (or not) as appropriate
- If appropriate, move persons involved and other vulnerable person(s) to safe place(s).
- Ensure that all other staff, students, parents and visitors on site are safe
- Photograph injuries, items used, tripped over, bumped into, etc where relevant to collect as much information for the investigation as possible
- Record as much information as possible by taking notes observation and taking witness statements
- Keep the incident area isolated as a crime scene for the Police investigation
- Consider how best to stop such incidents reoccurring, take appropriate action against the perpetrators.

FIRE

- On discovering fire or smoke activate the nearest fire call point immediately
- If it is a very small fire and you are competent to do so use the appropriate fire extinguisher to extinguishing it, if you do not feel comfortable doing this/it is not safe to do so evacuate quickly
- On hearing the alarm evacuate immediately
- Ensure that all staff, students, parents and visitors on site are safe and accounted for
- Call 999. Report the incident, give address, etc
- Advise the Incident Controller if they are not already on site
- Follow instructions from Emergency Services and Incident Controller.
- Control contaminated water (e.g. fire run-off) to avoid pollution if possible
- Do not return to the building until it is safe to do so

LOSS OF FIRE ALARM

- Ensure that all staff, students, parents and visitors on site are safe
- Check equipment panel for fault notification
- Contact alarm provider explain fault, request call attendance on site and obtain estimated 'back to normal' time scale
- If school to remain open, site staff to undertake half hourly fire walks of whole site
- If school to remain open, all staff to remain extra vigilant, turning off equipment not in use and ensuring rooms are not left unattended until all clear is given
- If school to remain open, contact local fire station and advise that fire alarm is currently down
- If school to remain open, all staff to have access to system to communicate with central point if smoke or fire discovered (e.g. telephone, mobiles)
- If school to remain open, site staff to have means of raising alarm if notified of fire (e.g hand bell, air horn etc.)
- If school to remain open all pupils briefed that if they hear the new signal they must evacuate
- If loss is likely to last longer than **Three Hours** inform insurer
- Advise staff, pupils, fire brigade and insurer once system reinstated

LOSS OF IT FUNCTION / SYSTEMS / EQUIPMENT

- Contact IT technician/supplier/It support desk and advise of issue
- Establish the nature of the problem and its likely duration to restore
- Ensure any equipment is shut down appropriately
- Contact the Incident Controller
- Follow instructions from IT Technician/supplier/Incident Controller
- Do not access equipment until you are advised it is safe to do so.

VEHICLE INCIDENT

- Turn off the engine and evacuate the vehicle to a safe place if possible, ensuring all passengers are accounted for, take the first aid kit with you if possible
- Call 999 and ask for help if needed e.g. Ambulance, Fire & Rescue Service, Police
- Call road side assistance provider if appropriate
- Warn other road users of the incident e.g. wear a hi-visibility vest, shine a torch, place a warning triangle, etc
- Contact Incident Controller
- Follow instructions from the Emergency Services and Incident Controller.
- Do not re-enter vehicle until advised safe to do so

OFF SITE INCIDENT

- Ensure that all staff, students, volunteers and others in the area are safe
- Arrange first aid/medical treatment and care for anyone injured
- Call 999 and ask for help if needed e.g. Ambulance, Fire & Rescue Service, Police
- Contact Incident Controller
- Follow instructions from the Emergency Services and Incident Controller.
- Suspend all off site activities and move to a place of safety if appropriate and safe to do so until transport, alternative accommodation etc can be arranged. Keep in regular contact with the school incident controller advise if extra staff from school are required or repatriation needed

LOSS OF SITE ACCESS (FLOOD, STORM, CHEMICAL SPILL, VANDALISM, TRAFFIC ACCIDENT)

- Establish the cause and the expected duration
- If necessary, call 999 and ask for help if needed e.g. Ambulance, Fire & Rescue Service, Police
- Report to Incident Controller / Deputy
- Decide if the premises are damaged and if so, to what extent
- Ask all staff present for their commitments for the rest of the day, so appropriate arrangements can be made to cancel/rearrange commitments
- Contact parents/staff already not on site to advise them of the incident/issue
- Consider the need for staff who can work remotely to be sent home or to other sites
- Consider the need for a media statement
- Consider the need for extra security, parking arrangements, diversion of deliveries, etc
- Follow instructions from Emergency Services and Incident Controller.

LOSS OF STAFF (SHORT TERM ABSENCE – 25% OR LESS UP TO FIVE DAYS)

- Ensure that all staff, students, volunteers and others on site are and can be kept safe
- Keep school open by doubling up classes and also ensure other key services are covered (e.g. reception, site security break and lunch time supervision etc)
- Contact Incident Controller and follow any additional instructions provided
- Review likely staff absences going forward and plan student attendance, timetable and curriculum activities accordingly to maintain an acceptable level of education for all

LOSS OF STAFF (ABSENCE 50% OR MORE OR OVER FIVE DAYS)

- Ensure that all staff, students, volunteers and others on site are and can be kept safe
- Keep school open in the short term by doubling up classes or moving several classes in to one larger location (e.g. the hall). Ensure other key services are also covered (eg reception, site security break and lunch time supervision etc)
- Contact Incident Controller and follow any additional instructions provided
- Contact Trust BRT coordinator to establish what trust wide support can be provided
- If additional support cannot be provided/not available consider partial and or full closure depending on individual school circumstances. Ensure work can be provided to do at home in order to maintain a level of education during the period.

PANDEMIC OR OTHER INFECTIOUS OUTBREAK

- Contact Incident Controller, follow pandemic guidance/continuity plan (if applicable) and or any guidance from the Health Protection Agency and or NHS/emergency services. Increase cleaning regime immediately to minimise spread of outbreak. ALERT the trust BRT Coordinator.

CRITICAL INCIDENT – DAY ONE PROCEDURES FOR SCHOOL IMT

1.   Gather accurate information

It is important to obtain accurate information about the incident and establish

- Who is liaising with you and who you are liaising with and how each party can be contacted
- Whom to cascade the information gathered to
- Details of the incident, where, when, who and what?
- What is the extent of any damage or injuries?
- What is the location of the damage and or those injured and not injured?
- How many are involved and who are they?
- Is there a risk of further damage, injury or harm?
- What has been done so far?
- What agencies have been contacted already?
- What assistance/additional support is required? (especially where the incident is off site)

Also refer to the school communication plan (which may include a cascade system)

2.   Contact appropriate agencies

Agencies to contact (depending on the nature of the incident) should be documented on the school Emergency Contact List (appended to the policy) and may include

- Emergency services
- Trust RMT contact
- Medical services/NHS
- Health protection agencies
- Educational Psychology/ Social Care Services
- Media Contact at the trust
- Insurance and Risk Management Advisors

3.   Convene a meeting with key staff/School Critical Response Group

A list of possible topics to be covered may include:

- Agreeing a statement of the facts for staff, children, parents and the media liaison officer. If possible there should be a written version of this.
- Delegating responsibilities to the members of IMT
- Appointing someone to handle phone enquiries and to deal with visitors
- Ensuring that a phone line remains open and available for IMT use
- Organising the timetable/routine for the day. (Adhering to the normal school routine is important if this is possible).
- Organising a staff meeting, if appropriate.
- Organising the supervision of children during any staff meetings.
- Decide if a partial or full evacuation is required and if so will this be to the offsite identified place of safety
- Deciding whether an outside professional be invited to the staff meeting (e.g. counsellor).

4   Arrange the rest of the day

a)   Hold a staff meeting

All staff should be required to attend, including teaching assistants and other auxiliary workers (e.g. caretakers/PFI staff). Areas which may be covered are listed below

- An account of the facts as known.
- An opportunity for staff to express their views and their feelings.
- Discussion with the staff about how the facts will be shared with the children. (There should be an agreed approach to this if possible).

- An outline of the routine for the day.
- Information for staff about which outside agencies have been contacted, or are involved and the supports that will be put in place for both children and staff.
- A procedure for identifying vulnerable children and staff.
- Distribution of relevant hand out material (e.g. press releases, revised timetable, emergency contact information etc)

b)   Organise timetable for the day

As far as possible maintain normal routines

c)   Inform parents/carers (including those where a bereavement has occurred)

ci)   Children directly involved:

Parents/carers should be contacted as soon as possible, and this first contact will need to be handled with sensitivity. The steps to follow include:
- Agree who should share information with parents and how this should be done. It is recommended that you use a pre agreed statement.
- Make a list of parents/carers who have been contacted and those who still need to be told to avoid duplication of messages.
- Give parents/carers as much relevant and factual information as they need without overburdening them, avoid emotive statements.
- Set a room aside for reflection and or distressed children to meet their parents/carers.
- Provide support to parents who are on their own when they arrive at the school.
- Give out a dedicated telephone number for enquiries.

cii)   Children not directly involved:

The parents of other children in the school should be informed of the incident and that their child may be upset. You may wish to send a letter to parents stating the facts and brief details of the incident. It may **not** be appropriate at this point to disclose the names of those involved.

d)   Inform children

Careful preparation is important when meeting children to inform them of a critical incident. Consideration should be given to the age of the students and the optimum group size. It is best to do it in class groups or sub-groups. The suitability of the 'messenger' should also be considered, remembering that it is generally thought that support is best given by the adults known to the child.

Any outside 'expert' might help by assisting the people undertaking this task to prepare for it and by providing ongoing advice and support as they manage it. The nature of the event will clearly have an influence on how children are informed. The local Educational Psychology Service can advise on this.

Key guidance points are set out below

- Give facts and avoid speculation. This will help to dispel rumours which can cause unnecessary stress, and always allow students to ask questions and express feelings.
- Help children realise that overwhelming emotions are natural and normal following a critical incident.

5.   Dealing with the media

For all media contact for our trust the following arrangements are in place contact 01226 630183/2 You will need to provide the media liaison contact with a written statement which should include:

- The facts about the incident (avoiding naming individuals at the initial stage)
- What has been done already
- What is going to be done
- Positive information or comments about the deceased person (if this is the nature of the incident).

- **Keep the media contact regularly informed as additional information becomes available. Never agree to give an interview with the media yourself unless you are trained to do so.**

6.   Organise the reunion of children with their parents (where applicable)

- Inform children that their parents/carer will be collecting them as soon as possible.
- Facilitate distressed children and their parents by providing a private space where they can meet following an incident. This could be a very emotional time.
- Where appropriate offer help with transport, especially for younger children.

7.   Review the events of the last 24 hours

- What went well? Or didn't go well? Have all onward referrals been made and the trust contact briefed/involved as appropriate
- Feedback to trust contact that an incident has occurred, school has managed the incident under its CI procedures and returned to 'business as usual'

8.   **Recovery likely to take over 24 hours and or requires external support**

- If the school IMT feel that trust wide support is required contact the trust Recovery Management Team (RMT) contact, advise of situation and that help to recover to 'business as usual' is required and that the trust business continuity procedures should be invoked

ACTION CHECKLIST – SHORT TERM ACTIONS IMT

THE CHECK LIST BELOW CAN BE USED AS AN AIDE MEMOIRE OF ACTIONS TO BE TAKEN/TAKEN TO ENSURE A CONSISTENT APPROACH IN THE EVENT OF AN INCIDENT IS TAKEN

DAY ONE – ACTIONS LIST THE MILL ACADEMY

Action	Person Allocated the Task	Done✓
Start to gather accurate information (review ALERT template information)		
Interview staff involved (if possible)/Commence Initial internal investigation		
Call IMT meeting – specify time and place		
Contact external agencies (see contact list)		
Confirm blue light services contacted as necessary (eg police for security or ambulance for injured)		
Contact any emergency contractor (see contact list)		
Arrange supervision for children (**day 1 procedure**)		
Hold staff meeting (**day 1 procedure**)		
Agree schedule for the rest of the day (**day 1 procedure**)		
Inform all children (**day 1 procedure**)		
Draw up a list of vulnerable children/staff		
Contact families affected (**day 1 procedure**)		
Contact media advisor and agree a statement		
Contact any 3rd party advisors etc (From Contact list) as incident requires		
Inform all parents (**day 1 procedure**)		
Inform remaining governors/trust members (**day 1 procedure**)		
Hold end of day staff briefing/review last 24 hours		
Provide information on website and answer phone Including any helpline number		
Contact trust BRT Contact (give feedback)		
Contact trust BRT Contact (invoke continuity)		

INCIDENT CONTROLLER SIGN OFF ALL ABOVE ACTIONS AS COMPLETED:

_____

DATE: _____TIME:_____

INCIDENT ACTIVATION <u>ALERT</u> TEMPLATE

This alert template can be completed in the event of a critical incident so the incident controller can decide what action to take – appropriate staff should be provided with blank copies

Name of person alerting of Incident (internal or external)		
Call received	Date:	Time:
Contact Numbers of above	Landline:	Mobile:
Location of the Incident		
Summary of the Incident		
People affected (including names/ numbers involved ,injuries, where they are and where they are being taken to etc)		
What arrangements are in place (if any) for people not directly involved in the incident?		
What advice have emergency services provided (or put n/a if they have not been contacted?)		
Who are you going to/have you informed (tick all that are applicable)	☐ Head teacher ☐ Deputy Head teacher ☐ Chair of Governors ☐ All Staff ☐ All Students ☐ All Parents / Carers ☐ Extended Services ☐ Local Authority	☐ Police ☐ Fire and Rescue ☐ Ambulance Service ☐ Health and Safety Exec ☐ Foreign/Commonwealth Office ☐ Media Advisor ☐ Insurance & or H&S Advisors ☐ Trade Unions
Does anyone else need to be informed (if so list them here)		
What other actions need to be taken Immediately by you or other people?		

Refer to bomb alert and or educational visits supplementary information templates if appropriate

EDUCATIONAL VISITS ADDITIONAL INFORMATION TEMPLATE

Schools staff should familiarise themselves with the School Policy and Procedures for Off-site Activities, ensuring all appropriate paperwork and approvals are in place. Critical Incident and Educational Visit Plans should be taken on visits with staff and referred to by them in the event of an incident. If the trip leader contacts school to inform of an incident on an educational visit it is suggested that the following template is completed by the school contact (in addition to the information from the alert section of the plan). You may already have some of these details but it could be useful to seek confirmation/clarification from the trip leader.

Supplementary Information template for Incidents during an off-site activity:

Name and two contact numbers for educational visit leader	
Nature and location of educational visit	
Current Location of The School Party	
Number of students on educational visit	
Number of staff on educational visit	
Number of Volunteers/parents on educational visit	
Name(s) of those involved in the incident	
If the incident happened abroad, has/ does the Foreign and Commonwealth Office need to be notified?	
Any other information the visit leader thinks school should know	
Any immediate support visit leader needs from school (e.g. should extra staff be deployed to location, are repatriation arrangements required, copies of any care plans needed etc)	

INFORMATION TAKEN BY: _____ **DATE:** _____

APPEND THE INFORMATION ABOVE TO YOUR COMPLETED ALERT FORM AND PASS TO THE INCIDENT CONTROLLER OR HEADTEACHER IMMEDIATELY

EVACUATION, SHELTER AND LOCKDOWN PROCEDURES FOR
The Mill Academy

Emergency	Signal	Signal for all-clear
Evacuation	Fire Alarm	Verbal Instruction
Shelter		
Lockdown	Siren	Verbal Instruction

Location of Fire Evacuation/Collation Point(s)	
1	**Key Stage 1 Lower Playground & Car Park (Foundation Stage + Key Stage1)**
2	**Key Stage 2 Lower Playground (Years 3-4 + Staffroom)**
3	**Key Stage 2 Upper Playground (Years 5-6 + IT suite (or nearest available exit)**

Location of Place of Safety (Remote Evacuation Site)		Contact Details
1	**Ward Green Primary School**	**01226 286510**
2		
3		

Emergency Resource Bag located at
Key Stage 1 School Office; Key Stage 2 Headteacher's Office

Location for Meetings with	
Incident Team	Community Room/ICT Room
Parents	School Hall or Office dependent upon circumstances
Staff	Staff room
Media	Office or Headteacher's room

Location for On Site Debriefing / Contemplation/Reunification Rooms	
Debriefing	Community Room/ICT Room
Contemplation/ Counselling	Office or Headteacher's room
Reunification	School Hall or Office dependent upon circumstances

Lockdown/Evacuation/Shelter Relocation Decision Communication Flowchart for The Mill Academy

This flow chart could be used to support & communicate the decision process for incidents involving intruders, bomb/terror threats, fires or gas/ hazardous substance leaks/spillages.

Do pupils need to move?

YES

Other location in school

YES

Alert appropriate staff of imminent move and to where

NO

NO

YES

Alert appropriate staff of imminent lockdown

Is it safe to move from the building to location within school boundary or to offsite place of

Evacuate pupils to alternative part of site

YES

NO

Alert emergency responders / parents of actions taken

YES

Undertake Lockdown Process Until all clear given

Alert appropriate staff of imminent move and to where

YES

Decide on how long to hold pupils before it is safe to release to parents

Ensure staff are aware of:
1.The primary (on site) and secondary (off site place of safety) evacuation points and all the alternative evacuation routes available.
2. The appropriate alarm sound/code word/phrase to use/respond too

Evacuate by safest route to agreed place of safety on or off site

YES

When safe start reunification of pupil & parent

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ATTACH DETAILS OF EVACUATION ROUTES, PLANS, MAPS ETC FROM BUILDING TO COLLATION POINT AND PLACES OF SAFETY ETC FOR YOUR SPECIFIC SCHOOL HERE

CRITICAL INCIDENT EVACUATION BOX/ BAG

It is suggested that each individual school prepares a grab bag/box of emergency items in case the school has to be evacuated at short notice, the contents of the box or bag should be checked and replaced as necessary at least annually and after each use. A suggested contents list is provided below but contents will vary dependant on the school location, size, individuals needs etc

Item	Notes/Instructions	Date Checked	Checked by
Copy full Critical Incident Plan	Replace each time plan up dated	12/09/2023	J Loy
Incident log book/sheets	Blank sheets to complete by IMT	12/09/2023	J Loy
Staff, parent and key contact lists	These should be held securely	12/09/2023	J Loy
Details of students/staff with health issues or care plans	Copy of medical card and or care plan to be held securely	12/09/2023	W Wilson
First Aid Kit	Standard sized first aid kit	12/09/2023	J Loy/W Wilson
Spare Inhalers/Epi-pens	Held by teachers in class	12/09/2023	
Biscuits/chocolate	N/A		
ID Badges for IMT/BRT members	All staff have own ID badges	12/09/2023	J Loy
High Visibility Vests (min 2)	2 in each box	12/09/2023	J Loy/W Wilson
Wind up torch	1 x torch	12/09/2023	J Loy/W Wilson
Whistle	1 x whistle	12/09/2023	J Loy/W Wilson
Loud Hailer	N/A		
Two way radios	Own mobiles	12/09/2023	J Loy/W Wilson
Disposable camera	Own mobiles	12/09/2023	J Loy/W Wilson
Stationery (pens/pencils etc)	Included	12/09/2023	J Loy/W Wilson
Site Plan	(including evac routes, location of key areas in event of incident, shut off locations etc)	12/09/2023	J Loy/W Wilson

THE PERSON WITH RESPONSIBILITY FOR THE BAG/BOX IS:
OFFICE STAFF AND HEADTEACHER

SITE INFORMATION TO INCLUDE IN GRAB BAG

It is suggested that each individual school provides the following basic site information within its grab bag
Site Information for The Mill Academy

Utility Supplies	Location/Information	Notes/Instructions
Gas Supply Shut Off Provider:	To be provided by caretaker	
Water Supply Shut Off Provider:	To be provided by caretaker	
Electricity Supply Shut Off Provider	To be provided by caretaker	
Heating System Shut Off Maintenance Provider	To be provided by caretaker	
Alarm (Intruder) System Maintenance Provider	To be provided by caretaker	
Alarm (Fire) System Maintenance Provider	To be provided by caretaker	

Internal Hazards	Information	Notes/Instructions
Asbestos	Relevant extract from asbestos register	Full details available in Key Stage 2 Office
Chemical/Substances	Copy of Inventory of hazardous substances	N/A
Fuel	Type and location	N/A
Radioactive Materials	These are located	N/A

INCLUDE A FULL COPY OF YOUR DETAILED SITE PLANS AS AN APPENDIX TO YOUR CIP (INCLUDING LOCATION OF SHUT OFFS, HIGH RISK AREAS, REFUGE AREAS ETC)

CRITICAL INCIDENT LOG SHEET The Mill Academy

It is important to keep a log of actions taken and decisions made in the event of an incident, completed log sheets will help assist in maintaining a picture of the incident unfolds, assist in providing information for any internal/external responses or inquiry as well as helping to improve responses in the future. Each RMT member should complete an individual log of their involvement.

Date of Incident		Name and Role	
Incident Ref No		School/Site	
Date and Time:		Message/Request From (Who from, how received and what said):	
Message Detail:		Response Given (include any decisions/actions taken by you or others and why)	
Date and Time:		Message/Request From (Who from, how received and what said):	
Message Detail:		Response Given (include any decisions/actions taken by you or others and why)	

PRODUCE ADDITIONAL BLANK SHEETS AS REQUIRED

SIGNED BY LOG HOLDER WHEN COMPLETED, THEN PASS TO INCIDENT ADMINISTRATOR:

_____

Section FOUR BUSINESS CONTINUITY ARRANGEMENTS

The aim of our trust business continuity planning process (BC) is to help staff respond effectively in recovering services and premises after an emergency incident has occurred. While it is hoped that we will never experience a major crisis, it is still important to plan what we would do as a trust to recover from one if required to do so. This section is designed to supplement the individual school Critical incident handbooks (CI) not replace it. Parents, staff and pupils have an expectation that senior managers and governors will prepare for and implement recovery procedures in the event of a major incident/loss and or disruption to premises, infrastructure or staff, which will as far as practical minimise disruption and ensure the recovery phase is undertaken efficiently. However our trust BC process and procedures will only be invoked if the BRT coordinator agrees that it is appropriate to do so.

The purpose of our BC arrangements are to ensure that critical activities are identified and resumed as quickly as possible and continue to be delivered during a critical incident, and or an interruption or disruption to normal school operations. This document provides generic guidance and information in dealing with a range of situations it cannon however cover every eventuality.

Business Continuity is a management process that helps to manage risks and the smooth running of a school, ensuring that it can continue to operate in the event of a disruption. Business Continuity is defined in the Civil Contingencies Act 2004 (sec 6.39) as -

'the strategic and tactical capability of the organisation to plan for and respond to incidents and business disruptions in order to maintain continuity of business operations at an acceptable predefined level'.

Business continuity planning can help to

- Prepare for, identify and mitigate potential incidents and get back to normal quickly
- Maintain the provision of education and welfare of children and staff
- Minimise the impact on children, staff and the wider community
- Support the response to an incident by ensuring that critical activities can be maintained or recovered as quickly as possible
- Assist in recovering from an emergency

In a school context Business Continuity Planning can be considered to be the planning process wherein we ensure key or critical services can continue to function in the event of an incident or set of circumstances. These circumstances may include:

- Long term loss of staff (due to illness, bad weather, industrial action etc)
- Loss of systems (e.g. IT & telecoms)
- Loss of utilities (e.g. electricity, gas, water and heating)
- Loss of or access to our premises (e.g. road closures, riots, chemical spills, fire etc)
- Loss of key suppliers (contractors, catering, transport etc)

Business continuity management involves managing the recovery or continuation of activities in the event of a disruption, through planning, training, exercises and review, to ensure business continuity plans stay current and up-to-date. The British Standard for business continuity works on a six stage process widely acknowledged as best practice, the information provided below summarise this framework.

The 6 stages of BCM	What does this means in practice?
Stage 1. BC Programme Management	- To be led by senior management / trust board - To establish the trust approach and policy to BC (Undertaking the task as you would any key project)
Stage 2. Understanding the School	- Identifying each schools critical functions and activities, resources and needs - Identifying the impact if there is loss of identified functions and critical activities or resources over time - Considering impact of identified risks in respect of the schools critical activities (through effective risk management) - Ensuring that Business Continuity is aligned to school objectives and statutory duties - Supporting school improvement planning
Stage 3. Determining BC Strategy	- Identifying strategic options and contingency plans for schools critical activities taking into account: - People (e.g. multi skilling, succession planning) - Premises (e.g. alternatives, remote working, provision of homework for pupils) - Technology (e.g. backup, remote access, equipment type/age) - Information (e.g. confidentiality, availability) - Suppliers (e.g. contract/service level agreements, risk assessment, dual sourcing, supply agencies) - Stakeholder relationship management (governors, parents, community and the media) - Senior Managers/trust should agree/sign off contingency plans/strategies
Stage 4. Developing and Implementing BC Response	- Developing plans including- - Site specific Critical Incident Plan (CIP) - Business Continuity & Recovery arrangements
Stage 5. Exercising, Maintaining and Reviewing	- Ensuring plans are fit for purpose by verifying arrangements / plans through exercises. Exercises may be – - Simple, desk based checks / review of documents - Walk through of plans using artificial situations - Complex scenario based live exercise including incident management. - Exercises must be realistic, planned, agreed with stakeholders to ensure minimum disruption and maximum learning. - Exercise aims, objectives and outcomes should be agreed with senior managers in advance. - Post exercise, debriefings should take place to ensure learning is gathered and plans amended accordingly - Plans should be maintained and kept up-to date to ensure that in the event of an emergency, school is able to respond effectively. This is an ongoing process and an individual should be identified as being responsible for this. - Plans should be reviewed annually by the Senior Leadership/ Incident Management Team/trust.
Stage 6. Embedding BC in the School Culture	- Business Continuity becomes part of the culture of the organisation through – - Senior leadership - Assigning clear responsibilities - Awareness raising - Skills training - Exercising and planning - Sharing plans with key third parties/partners or stakeholders as appropriate - Considering BC and Risk Management in all school plans/policies - Promoting Business Continuity both within and outside the school.

4.2   KEY TASKS IN CREATING THE TRUST BUSINESS CONTINUITY RESPONSE

Incident Management

Each school 'Critical Incident process (CP), should not be viewed in isolation but as part of the overall continuity arrangements for the trust. Copies of each CI handbook should be held by trust Business Recovery Team (BRT) members as well as the information contained within the BC section of this document.

Business Recovery Team (BRT)

A BRT and the member's key roles and responsibilities have been identified based on trust staff and external advisors knowledge, skills and experience. This also identifies who within our organisation will take the lead responsibility for –

- Creation and development of Business Continuity plans. These plans must be signed off by the Governing body/Trust Board.
- Business Continuity Management and coordination during an emergency.   Typically the following roles will be required during a significant disruption to normal business –

- Business Continuity lead co-ordinator
- Communication (internally and externally and to include –
    - Community and stakeholder liaison (including staff & parents)
    - Media Liaison

- Longer term Pupil Welfare (including children with special educational needs)
- Staff ongoing and longer term welfare
- Premises management which may include relocation/rebuilding/continuing security
- Maintenance of critical services and statutory duties (e.g. IT & Telecoms, ensuring teaching and learning can take place if the school is temporarily relocated or provision of work to children at home in the event of not having a building for a period of time).
- Log keeping, ensuring that notes of key decisions and actions are recorded due to the potential for litigation or financial loss. And keeping records on any expenditure made during the recovery period.
- Health, Safety, Risk & Resource Management

Undertaking Impact Analysis

It is important to identify and record the critical functions and activities that our organisation provides and the support processes needed for these functions to continue and or recover as quickly as possible, (see template below). This process will help identify:

- Key activities and the impact if these were stopped
- The anticipated and acceptable recovery timescale if the activity was disrupted
- How vulnerable key activities are to a range of potential threats and the mitigation strategies that may be required/should be in place

Assessing Critical Activities

Critical activities or functions can be defined as **"any activities whose loss would have the greatest impact in the shortest time and therefore need to be recovered most rapidly"**   (BS 25999-1 sec 6.3)

Factors to consider when assessing the critical nature of activities/functions may include -

- Activities which support the health, welfare and safety of staff and pupils
- Statutory or legislative functions (e.g. safeguarding, educational provision)
- ICT infrastructure and systems
- Finance, premises and other resources

In our trust we will assess critical activities based on the following matrix:

If an activity answers 'yes' to any of the statements below, it will be considered critical to our school
1. Contributes to the well-being and/or safety/or safeguarding of students or school staff
2. A Statutory function connected with educational provision
3. Provides for other statutory services/functions not included in 1 or 2 above
4. Ensures effectiveness of key ICT or other communications infrastructure and systems
5. Safeguards the financial viability of the school
6. Safeguards the longer term reputation of the school

Once we have identified our critical activities based on the above criteria we will consider the level of impact over time if these services are lost or not available. We will use the indicators below to identify their impact, the period as an organisation we are prepared to tolerate their unavailability and subsequently their priority within our recovery process.

Impact Analysis Rating	Potential Indicators	Expected/ Acceptable Recovery Period	Invoke Business Continuity Process if
RED / HIGH	**Service significantly impacted if loss of up to 3 day** • Small reduction in staff will mean ceasing the service in whole or in significant part • Health and Safety of staff and students put at risk • Organisation suffers severe reputational embarrassment for service failures • Organisation could incur significant legal claims / fines / costs for non-delivery of service • Organisational electronic communication internal and external at risk of failure	**<1.0 days**	**Disruption is –** **>2.0 days**
AMBER / MEDIUM	**Service significantly impacted if loss of up to 5 days** • Service can continue to operate with medium loss of staff • Some impact on services to the students / customers • Some embarrassment for service non delivery to the students / customers	**<2.0 days**	**Disruption is –** **>3.0 days**
GREEN / LOW	**Service significantly impacted if loss is over 5 days** • Services more likely to be support functions	**<3 days**	**Disruption is –** **>7 days**

The parameters we use in assessing critical activities and their importance will be formally agreed by the trust board and subject to periodic review to ensure they remain relevant to our business.

Having completed each individual school/the trust wide Impact Analysis (IA) process and identified the key critical functions, we will use this information to assess the overall risk to each school and the trust as a whole, if the function/activity was unavailable for longer than the specified acceptable maximum recovery time. It is not practical to manage every business continuity risk a school faces but we will include those that cause us the greatest concern on the trust key risk register.

Recording Actions

In the event of an incident or disruption to service that requires the BC process to be invoked, the BRT Coordinator will convene the BRT. All decisions and actions taken must be recorded on the log sheet (see template below). The BC document and completed log sheets must be treated as a controlled document as they hold sensitive and personal data.

Note: In some instances it may be possible that some individuals on the critical incident management team (IMT) are the same as those on the BRT, they may even be responsible for the same roles when managing a business continuity disruption as they would a critical incident, this must however be clearly defined and they must understand their responsibilities with regard to their role on the IMT and BRT to avoid confusion.

Templates

The following blank templates are provided in order to help support our school develop a trust specific BC process:

- Trust Handbook Template containing:

  - Trust BC Key Contacts
  - Trust BRT & Their Roles/Responsibilities
  - BRT Action Checklist
  - Trust Impact Analysis Template
  - BC Log of Events Template
  - Expenditure Log Sheet
  - Blank Contingency Planning Template

TRUST CONTINUITY CONTACT DETAILS

Contact	Type of support	Office Hours	Out of Hours
Chair of Governors/Trust Board			
Health & Safety Support	Advice on Health & Safety		
Insurance Contact	Advice on Insurance Cover		
Premises Advisor/Architect	Advice on Building Issues (e.g. dangerous structures)		
Educational Psychology Team	Counselling Support		
Out of hours Social Care Team	Looked after children		
Local Authority	Education Contact for issues like School temporary closure & other General educational support		
Media Team	Dealing with press, radio, TV		
HR and or Occupational Health	Staff Welfare issues		
Legal Provider/Solicitor	Legal advice/support		
Transport Provider	Provide Transport for Pupils		
Catering Provider	Emergency Meals Provision		
Health Protection Agency	Advice on diseases		
NHS Choices	Advice on health Issues	**111**	**111**
Environment Agency	Advice on contamination	**0845 9881188**	**0845 9881188**
MET Office	Advice on Weather	**0870 900 0100**	**0870 900 0100**
Foreign Office	Advice regarding issues abroad	**020 7008 1500**	**020 7008 1500**
IT Support and Telecoms	Advice and support on ICT & communications		
Supply Agency (teaching)	Emergency teaching cover	**01226 729080**	**012260 729080**
Supply Agency (non teaching)	Emergency support staff cover	**01226 729080**	**01226 729080**
Water provider	Loss of water/contamination		
Gas provider	Gas emergency		
Electric Provider	Electrical failure	**105**	**105**
Key Emergency Contractor	Emergency Repairs/boarding up		
Key Emergency Contractor	Emergency Cleaning and or decontamination		
Key Emergency Contractor	NIC EIC Electrician		
Key Emergency Contractor	Gas Safe Engineer		
BBC Radio Sheffield	Local Radio Station		
Clergy/Local Diocese	Religious support		
Other Local Schools Contacts	In case of request to temporary Accommodate pupils/staff		
Other trust specific contacts			

Trust to add to or amend as locally required

CONTINUITY CONTACT DETAILS –RECOVERY MANAGEMENT TEAM

Name	Role* (if applicable)	Main Contact No	Alternative Contact No

*This is the role that has been identified as part of the business continuity process (may not be the same as their school role or role if on Critical Incident Team)

CONTACT DETAILS – KEY STAFF & GOVERNORS AT EACH SCHOOL

Name & Responsibility	School	Primary Contact No	Secondary Contact No
Head			
C of Govs			
Head			
C of Govs			
Head			
C of Govs			
Head			
C of Govs			
Head			
C of Govs			
Head			
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Head			
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Head			
C of Govs			
Head			
C of Govs			
Head			
C of Govs			

CONTACT DETAILS – KEY STAFF PREPARED TO WORK ACROSS SITES

Name	Role Will Undertake	Main Contact No	Alternative Contact No

BRT ROLES & RESPONSIBILITIES

Trust Incident Controller Key Tasks (Strategic Lead)
Receive report on the incident from School IMT
Decide whether it is appropriate to activate the Business Continuity Process
Contact the BRT team if BC process is invoked and set up the agreed Command Centre
Lead the BRT with regard to decisions on who else to involve the impact, responses and recovery
Authorise unusual expenditure as necessary up to level of delegated authority
Receive or deploy staff to obtain damage assessment reports
Inform and liaise with Enforcing Authorities – Local Authority, HSE etc.
Approve communications to be issued to staff, parents and the media (as appropriate)
Receive progress report (from relevant staff) on response and recovery activities
Develop, review and adjust recovery strategy as necessary in conjunction with BRT
Develop and update longer term reinstatement plan in conjunction with external advisors
Inform the Local Authority, EFA, Ofsted and MP as appropriate
Add here other trust specific key tasks

Trust Media, Insurer & Finance Liaison Key Tasks
Consider use of a press release - in conjunction with Emergency Authorities if appropriate
Manage media interest/contact and media personnel on site (Key Media Link)
Establish a media centre if the incident warrants it
Develop and deliver a consistent message based on facts to all stakeholders
Advise ICT Lead of information to go on website
Issue revised media statements at pre agreed intervals
Monitor changing emphasis of interests
Inform the Bank(s) Insurance Broker(s), insurer(s) and health & safety advisors
Act as point of contact for insurer/loss adjusters and other external advisors
Inform contractors and other 3rd party providers/hirers etc of site affected
Record cost of commitments incurred by response and recovery teams
Draw up schedule for monies due/payable and plan new cash flow
Arrange funds to be available to meet new cash flow demands and reprioritise budget for year
Work with Insurers and Loss Adjusters gathering evidence for insurance claim
Add here other trust specific key tasks

Trust ICT Lead Key Tasks (IT & Telecoms)
Ensure Incident Control Room has access to telecoms and IT as required by ICO
Organise purchase of additional mobile phones/other urgent comms items (if necessary)
Review functionality of switchboard, re-route/divert calls as appropriate, ensuring those taking calls are briefed on school response (what to say and NOT say)
Undertake an assessment of what equipment is working/salvageable and what needs replacing
Assess and report on damage to/unavailability of IT systems, servers, networks, loss of data etc
Set up temporary arrangements for voice mail and email out of office responses
Update website & school answer phone with agreed statements provided by Media lead
Check backed up data is restorable
Pursue and report on options for remote IT access (staff at home, other sites/locations etc)
Liaise with local authority and nearby schools with regard to ICT availability/support they can offer
Work with Site staff, insurer/loss adjusters/contractors regarding ICT needs/installation at temporary location or as part of replacement on site, arranging any network or other installations as required
Arrange for installation and commissioning of ICT services/equipment and confirm data security not compromised

Security & Safety Liaison Key Tasks
Set up Command Centre on instruction of ICO with ICT lead
Ensure immediate and ongoing security and safety of command centre
Liaise with affected school IMT to ensure ongoing safety and security of premises, assets & people
Ensure utilities have been made safe and any immediate security or safety issues are addressed
Inform relevant BC contractors/providers to be on standby or divert services as appropriate
Assess and agree priority for medium term accommodation needs (space/access/services)
Liaise with local authority and nearby schools regarding any temporary available accommodation
Organise alternative accommodation for immediate needs as discussed with ICO
Liaise with Media/Insurer lead with regard to longer term needs and timescales
Identify likely timescales for alternate premises in conjunction with insurance loss adjusters
Liaise with Local Planning and Building Control Department as necessary
Arrange for installation and commissioning of any temporary facilities, equipment & services
Ensure incident does not jeopardise compliance with health & safety requirements.
Add here other school specific key tasks
Staff & Student Liaison Key Tasks
Obtain injury & missing persons reports from First Aiders, Fire Wardens, visit leaders etc
Send school representatives to hospital (if appropriate)
Provide Next of Kin data to Police, for staff/pupils (if appropriate)
Attend Police meetings with next of kin and help until family / friends take over (if appropriate)
Set up an emergency number for welfare issues (if appropriate) and brief staff manning the phones
Organise re-location transport for staff and pupils (if appropriate)
Brief whole school staff/volunteers/students with agreed statements from BRT media lead
Arrange trauma/grief counselling as appropriate (staff/pupils)
Assess staff and student morale and assist as necessary
Support on-going process of relocating school activities (from HR and pastoral prospective)
Support staff/students at home as necessary (undertake home visits as necessary)
Contact recruitment agencies, supply teachers, other schools as necessary for temporary cover
Add here other school specific key tasks
Governor & Parent Liaison Key Tasks
Obtain injury & missing persons reports from Staff & Student lead
Arrange governor representatives to go to hospital (if appropriate)
Attend police meetings to support Staff/Student Lead until family / friends take over (if appropriate)
Ensure an emergency number/information is available (for parent/governor queries - if appropriate) and brief staff manning the phones
Brief governors with agreed statements from BRT
Arrange trauma/grief counselling as appropriate (governors/parents)
Assess governor and parent morale and assist as necessary
Support on-going process of relocating school activities from a parents prospective
Support parents at home as necessary (undertake home visits as necessary)
Add here other school specific key tasks
Other BRT Members / Lead Deputies Key Tasks
Support the BRT in setting up and getting operational the agreed Command Centre
Undertake the responsibilities allocated by the BRT Leads and or act as their deputy
Liaise with staff/students/parents/governors/emergency services as directed by BRT Lead(s)
Feed back to BRT potential issues that may affect the recovery, ensuring log records are maintained
Undertake damage assessment reports and provide to the BRT as appropriate

BC ACTION CHECKLIST – MEDIUM TERM ACTIONS

DAY TWO TO FIVE OF AN INCIDENT – ACTIONS LIST

Action	Person responsible (decisions/ actions etc to be recorded on log sheet)	Done✓
Call BRT meeting start of day 2 to review IMT information and decide on an initial approach		
Contact and meet with all relevant external agencies and advisors relevant to incident		
Arrange a meeting for whole staff and students to provide update		
Arrange on site support/counselling provision		
Arrange for a visit to anyone affected personally by the incident (at home/hospital)		
Arrange liaison with families on any sensitive issues (e.g. bereavement/injury)		
Agree with those affected the continuing role they want school to play in the longer term		
Consider partial or full school closure and for how long (with governors/trust board approval)		
If school to remain open ensure adequate staffing premises & catering are provided		
Agree periods of review regarding arrangements put in place to accommodate staff/students		
Agree intervals for and provide agreed Media statements/updates (as appropriate)		
Update website/answer phone, redirect calls etc as necessary		
Produce and implement a short term action plan for days three to seven (as appropriate) to ensure business as near normal		
Start to develop and agree a longer term recovery plan for back to normal		
Implement ongoing monitoring of children and staff affected for signs of Distress/anxiety etc		
Start to make any necessary referrals for those affected as required (Occ Health/Educational Physiology/ long term Counselling etc)		
Plan for phased return of those most greatly affected		
Discuss with those most affected how to mark the incident (memorials etc) if appropriate		
Implement a whole BRT review of how each lead is coping, the events, actions, progress etc (a full debriefing at the end of each day)		
Ensure all log records are kept up to date and held securely		
School specific item		

BRT INCIDENT CONTROLLER SIGN OFF ALL ABOVE ACTIONS COMPLETED:

_____

DATE: _____ TIME:_____

TRUST IMPACT ANALYSIS (IA) TEMPLATE FOR The Mill Academy

Identified Critical Activity/ Location or Resource:	

* refer to Impact matrix section

Specify the impacts of disruption for the critical function/ activity identified	Specify Impact H/M/L*	Time Impact (specify maximum recovery time)	State Mitigation Actions If Recovery Exceeds Maximum Recovery Time

Identified Critical Activity/ Location or Resource:	

* refer to Impact matrix section

Specify the impacts of disruption for the critical function/ activity identified	Specify Impact H/M/L*	Time Impact (specify maximum recovery time)	State Mitigation Actions If Recovery Exceeds Maximum Recovery Time

Identified Critical Activity/ Location or Resource:	

* refer to Impact matrix section

Specify the impacts of disruption for the critical function/ activity identified	Specify Impact H/M/L*	Time Impact (specify maximum recovery time)	State Mitigation Actions If Recovery Exceeds Maximum Recovery Time

IA Page _____ of _____

BCP EVENTS LOG FOR THE MILL ACADEMY

BCP- Log of Events, Decisions and Actions			
Completed by:		**Sheet Number:**	
Incident Title:		**Date:**	
Time (24hr clock)	**EVENT/DECISIONS/ACTIONS TAKEN**		

BCP- Log of Events, Decisions and Actions

B C - EXPENDITURE LOG SHEET

Financial Expenditure Log for The Mill Academy			
Completed by:		**Incident Name:**	
Date of Incident:		**Sheet No:**	
Expenditure Details (what, when etc)	**Cost £**	**Payment Method**	**Needed for who or why**

TRANSACTIONS APPROVED BY: _____

TRANSACTIONS RECORDED ON FINANCIAL SYSTEM BY: _____

CONTINGENCY PLANNING TEMPLATE

This template can be used to summarise the actions to be taken to reduce the impact on key functions or critical activities in the event of an emergency interruption or disruption from the following events across our trust:

Severe Weather

Impact	Recovery Action

Communicable diseases / Illness in the community (including staff)

Impact	Recovery Action

Staff Absence, shortage (non illness)

Impact	Recovery Action

Failure of IT, Telecommunications, Utilities (gas, electricity, water)

Impact	Recovery Action

Building Accommodation not available

Impact	Recovery Action

Fuel Disruption/shortage

Impact	Recovery Action

Major Community Emergency

Impact	Recovery Action

Other Risks specific to your school or location (e.g. flooding, anti social behaviour etc)

Impact	Recovery Action

Other Risks

Impact	Recovery Action

Section FIVE ADDITIONAL SUPPORT TEMPLATES

Additional documentation and guidance to help support individual schools in relation to critical incident responses are provided in this section.   These documents include -

APPENDIX 5 A DRAFT BOMB ALERT PROCEDURES

APPENDIX 5 B CI/BC CONTROL ROOM GENERIC RISK ASSESSMENT TEMPLATE

APPENDIX 5 C COMMUNICATION RESOURCE PACK

APPENDIX 5 D SAMARITANS GUIDE HOW TO PREPARE AND RESPOND TO SUICIDE IN SCHOOL

APPENDIX 5 E DRAFT ADVERSE WEATHER GUIDANCE DOCUMENT

APPENDIX 5 F GENERAL PANDEMIC GUIDANCE & CONTINUITY PLAN TEMPLATE

THESE DOCUMENTS ARE AVAILABLE FOR IMT/BRT MEMBERS FROM The Mill Academy