The Auriga Academy Trust

BUSINESS CONTINUITY PLAN
Incorporating the Incident Management Plan

This is a MODEL Policy to be tailored as appropriate by each school within the Trust.

MODEL

Under the Data Protection Act, 1998 copies of this plan *containing personal information* must be kept in a secure place and electronic versions must be password protected.

Plan Distribution

Copy No.	Plan Holder	Job Title	Issue Date
1.			
2.			
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At least one copy of the plan held off-site should include contact details of pupils and parents / carers. All staff and governors should have a copy of the plan which can be referred to both during school hours and outside school hours (including holidays and when on educational visits). All versions of the plan, including hard copies and electronic versions, must be controlled. Hard copies will need to be locked away when unattended and electronic versions should be password protected.

Contents

MODEL

Introduction

This Business Continuity Plan has been approved by the Trustees of The Auriga Academy Trust in order to provide a consistent approach for each school within the Trust with regards to dealing with critical incidents. Each school **campus** within the Trust is expected to complete a Business Continuity Plan in line with this Policy, inserting the appropriate contact information and details where relevant.

Critical Incidents:
This plan will be activated in the event of a **critical incident** or an emergency i.e. when an incident occurs that impacts on the delivery of the school's critical activities and when normal responses, procedures and coping strategies are deemed insufficient to deal with the effects.

Cybersecurity Incidents:
A **cybersecurity incident** can have a major impact on any organisation for extended periods of time. For a school, this can range from minor reputational damage and the cost of restoring systems from existing backups, to major incidents such as losing student work or access to learning platforms and safeguarding systems, which could lead to data-protection fines or even failing an inspection. Incidents can be
- Cyber-attacks, such as viruses, denial of service (DoS), or ransomware
- The result of human error, accidents / disasters, or system failure

The **Cyber Security Policy and Cyber Incident Response Management Guide** outlines the Trust's approach to managing cyber security and provides a proforma cyber incident response plan which all schools are expected to tailor, adopt and implement in the event of a cyber security incident.

Disruptions are part of everyday school life and most are dealt with as 'business as usual." This plan set out how schools will deal with the more serious incidents that affect the Trust's critical activities. Each school **and campus** will undertake a critical activities review and list the measures put in place to mitigate the effects of disruptions. See the table overleaf.

This plan sets out the school's business continuity management and emergency response arrangements and helps prepare for, and recover from, unexpected disruptions.

It is not possible, or desirable, to write a plan for every possible disruption. No matter what the *cause* of the incident, the *effect* can generally be summarised as:

- An inability to carry out daily and/or critical activities

- Loss of life or serious injury to school staff and students/pupils or members of the public

- Loss of building, or part of building or access to the building

- Adverse publicity and/or reputational impacts

- Loss of ICT

- Loss/shortage of staff

- Loss of critical supplier or partner

Some critical incidents can reasonably be described as emergencies. The terms are used interchangeably throughout this document.

Critical Activities – [Name of School and Campus]

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

CRITICAL School Activity	Requirements Consider the resources required for the critical activities	When Required						Comments
		4 Hrs	24 Hrs	24 – 48 Hrs	1 Weeks	2 Weeks	1 month	
Teaching								
Safeguarding Children								
Catering								
Access to ICT								

Incident Management Structure

This section of the plan includes generic roles and responsibilities for staff during the initial response to an emergency, during the ongoing response and in the recovery phase.

Unless the incident is minor, it will be impossible for the Head Teacher (or their deputy) to implement all the actions required on behalf of the school.

A Senior Emergency Management Team (SEMT) will be established at the onset of an incident to assist the Head Teacher in managing the response. The size of an SEMT will vary depending on the size of the school and the nature of the emergency. In some cases more than one member of staff will need to be assigned to a role (such as 'welfare' which can prove especially labour intensive).

Staff not within the SEMT still have a crucial role in the response to an emergency; their presence will be needed to reassure pupils and minimise disruption to the school routine. They may also be required to provide assistance in other ways, such as accompanying pupils to hospital.

Action Cards for each role are in Appendix 3.

Level One (Strategic) - The Senior Emergency Management Team

Senior Emergency Management Team (SEMT)		
Name	Position	Role in an Incident
	Head Teacher	Co-ordination overall responsibility for managing an incident and main liaison point for the co-ordinating group.
	Head of School	Log-keeping
	Chair of Governors	Communications
	Vice Chair of Governors	
	Business Manager	Media management / Resources
	Pastoral care lead	
	Premises Manager	
	Other?	

The SEMT is responsible for:

- Long term strategy
- Funding issues
- Providing adequate resources
- Press and media liaison
- Communicating with relevant bodies
- Liaising with Co-ordinating group (below)

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Level Two (Tactical) – The Co-ordinating Group

Where necessary, the SEMT (above) will create a Coordinating Group including the following:

Co-ordinating Group	
Name	**Position**
	Representative from the SEMT (see above)
	CEO of the Trust
	Achieving for Children Representative
	Incident Recorder
	Other?

The Co-ordinating Group is responsible for:

- General management and coordination
- Liaison with Emergency Services, Children's Services
- Endorsing the approach of the operational group (below)
- Keeping a detailed log of the incident
- Presenting options to the SEMT

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

Level Three (Operational) – The Operational Group

The operational group - those 'on the ground' and **will be campus specific** and will:

- Assist with recovery of the school
- Communicate to and from Incident Management and Co-ordinating groups

The Operational Group might include teachers, teaching assistants, emergency services staff (if relevant) and estates staff.

The appendices to this document comprise the Incident Management Plan.

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Appendix 1 – Notification of Incident & Initial Action

A1.1 Notification of Incident

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

+ **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.**

+ **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**

+ **Find out what has happened. Obtain as clear a picture as you can.**

+ **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

Date and time of call:

....

....

Contact details of informant:

Date and time of incident:

....

....

Exact location of incident:

....

....

....

Details of incident:

....

....

....

Where is the informant now and where are they going?

....

....

....

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

....

....

....

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

....

....

....

What advice have the emergency services given?

....

....

....

Who has been informed?
- ☐ Head Teacher
- ☐ School staff
- ☐ Governors
- ☐ Pupils
- ☐ Parents / carers
- ☐ Extended services

- ☐ Police
- ☐ Fire & Rescue Service
- ☐ Ambulance Service
- ☐ Local authority
- ☐ Health and Safety Executive
- ☐ Foreign & Commonwealth Office
- ☐ Media
- ☐ Insurance company
- ☐ Trade union

Does anyone else need to be informed?

....

....

....

Are any other actions required?

....

....

....

+ **If the incident happened on an educational visit please ask the questions below. You might**

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already have these details but it could be useful to seek confirmation.

Name of educational visit leader:

....

Number of pupils on educational visit:

....

Nature of educational visit:

....

Number of staff on educational visit:

....

Location of educational visit:

....

....

....

If the incident happened abroad, does the Foreign & Commonwealth Office need to be notified?

....

....

....

A1.2 Initial action

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

- **Assess the situation and establish a basic overview of the incident.**

- **Take immediate action to safeguard pupils, staff and visitors.**

- **Attend to any casualties and administer first aid, if appropriate.**

- **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

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

Dial 999, if appropriate.
Speak to each emergency service required.

During office hours, contact:	Outside office hours, contact:
< Insert number here >	**< Insert number here >**
Inform them of the situation and request help, if required.	Inform them of the situation and request help, if required.
< Insert back-up contact number(s) here >	**< Insert back-up contact number(s) here >**
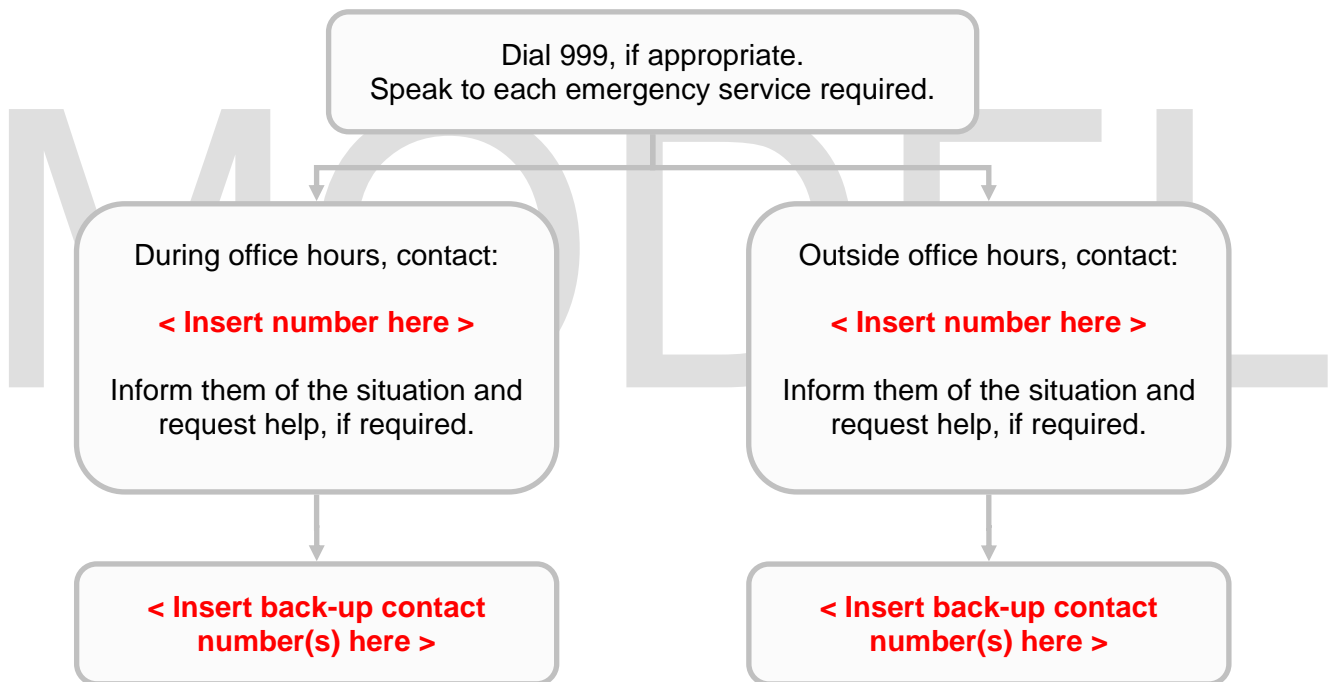
These contact details should only be used in an emergency. Do not give them to the media, pupils, parents / carers or members of the public.

- **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**

- **Log all communications and actions.**

- **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**

- **Refer to the list of emergency contact numbers for additional support if required.**

- **Where possible, avoid closing the school and try to maintain normal routines.**

Appendix 2 – Contact Details

A2.1 School information

School details	
Name of school	
Type of school	
School address	
School operating hours (including extended services)	
Approximate number of staff	
Approximate number of pupils	
Age range of pupils	

Office contact details	
Office telephone number	
Office fax number	
Office email address	

Useful websites	
School website / extranet	
Local authority	
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

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A2.2 Contact Details - School Staff and Governors

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)

A2.3 Contact Details - Extended Services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)

A2.4 Contact Details - Local Authority / SLAs.

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number				
Children's services				
Media / communications				
Property				
Transport				
Catering				
Educational visits				
Emergency planning				
Health and safety				
Risk / insurance				
Legal				
Human resources				
Educational psychology				
Occupational health				

A2.5 Contact Details - Local Radio Stations

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

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)

A2.6 Contact Details - Other Organisations

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		
Insurance company				

Catering				
Supplier (Transport)				
Supplier (cleaning)				
Supplier (temporary staff)				
Utility suppler (gas)				
Utility supplier (water)				
Utility supplier (electricity)				
Utility supplier (heating)				
Teacher Support Network		England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

A2.7 Contact Details - For Completion During An Emergency

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

Name	Contact details	Notes

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Appendix 3 – Action Cards

A3.1 Action Card - Co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited.	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare.	
C4	Remember to: ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support.	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services.	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

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

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A3.2 Action Card - Business Continuity

Please refer to appendix 2 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications.	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

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

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

A3.3 Action Card - Communications

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

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

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services.	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries.	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

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

A3.4 Action Card - Log-keeping

Please refer to appendix 9 for more information on log-keeping.

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

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

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

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A3.5 Action Card - Media Management

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

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

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

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A3.6 Action Card - Resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: • Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. • Provide authorised visitors with identification badges and ensure they sign-in and sign-out. • Ensure that media access to the site is controlled.	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: • SEMT briefing room • Briefing area for parents / carers • Media briefing room.	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

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

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A3.7 Action Card - Welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).	

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

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

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A3.8 Action Card - Educational Visit Leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Head Teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad).	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Head Teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number.	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the Head Teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

Appendix 4 - Welfare & Post Incident Support

The effects of a traumatic event upon a school, such as the serious injury or death of a pupil, can be profound and have significant long-term effects. After an incident there will be a continuing need to support pupils, parents / carers and staff. It is important to ensure appropriate monitoring procedures are in place so any individuals who require assistance can be identified and supported.

Our welfare lead in the event of an incident is: [insert name here]

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support.	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.	

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Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care.	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day.	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: ▪ Missed work ▪ Rescheduling projects ▪ Exams.	

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Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations.	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	Taking into account the wishes of the family, consider providing a suitable memorial at the school: ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children).	
P30	Be aware of important dates which may need to be prepared for. E.g.: ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event.	
P31	Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event.	
P32	Be aware of renewed media interest near anniversaries of the event.	

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Appendix 5 - Business Continuity

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Examination papers			
Asset registers / equipment inventories			
Insurance documentation			
Pupil Records			

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Contact details			
Financial information			
Medical information			

Remote learning	Notes / instructions
Website / extranet	
Email	
Post	

Appendix 6 - Campus Information

Utility supplies	Location	Notes / instructions
Gas		
Water		
Electricity		
Heating		

Internal hazards	Location	Notes / instructions
Asbestos		
Chemical store(s)		

Pre-designated areas	Location	Notes / instructions
SEMT briefing area		
Media briefing area		

Appendix 7 - Evacuation & Relocation Arrangements

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 within a specific part of the school building but in some circumstances could require evacuation of the whole site.

Your school should already have evacuation procedures in place. References to these procedures, and any Personal Emergency Evacuation Plans (PEEPs), could be included within this section.

If the entire site has to be evacuated pupils and staff may need to move from an initial assembly point to an alternative premises.

Signals	
Signal for fire evacuation / bomb evacuation	Alarm
Signal for lockdown evacuation	
Signal for all-clear	

Assembly points - evacuation	
Fire evacuation assembly point A	
Fire evacuation assembly point B	

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

Pre-identified buddy school / place of safety / rest centre Strathmore at St Richard Reynolds		
Name of premise		
Type of premise		
Contact name and details of key holder(s)		
Address		
Directions / map		
Estimated travel time (walking, with pupils)		
Estimated travel time (by coach, with pupils)		
Capacity		
Capacity (sleeping)		
Facilities / resources		
Notes		

Pre-identified buddy school / place of safety / rest centre – Strathmore at Grey Court		
Name of premise	Grey Court School	Ham Library
Type of premise		
Contact name and details of key holder(s)		
Address		
Directions / map		
Estimated travel time (walking, with pupils)		
Estimated travel time (by coach, with pupils)		
Capacity		
Capacity (sleeping)		
Facilities / resources		
Notes		

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Appendix 8 - Shelter

Some emergencies may require staff and pupils to shelter within the school building. If this is an environmental hazard (such as a smoke plume) employees should ensure all doors and windows are closed and ventilation / air circulation systems are switched off. In such circumstances the emergency services may issue a public message to 'go in, stay in, tune in'.

All staff will have an important role to play in reassuring pupils and alleviating any concerns parents / carers may have.

Depending on the nature of the incident it can be difficult for the emergency services to provide an accurate estimation of how long it will be necessary to shelter for. Every effort should be made to enable pupils to return home but only as long as it is safe to do so.

In very rare cases (such as exceptionally heavy snowfall) pupils and staff may become stranded at school. It may be useful to assess if pupils and staff would require any special assistance (e.g. those with medical needs) were they to remain at school for an extended period of time or even forced to shelter overnight.

Signals	
Signal for shelter	
Signal for all-clear	

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

Appendix 9 - Lockdown

The purpose of a lockdown is to prevent an intruder from causing harm to pupils and staff. Entrances to the school must be secured in an effort to prevent the intruder from entering the premises and staff and pupils must find a suitable place to protect themselves.

Lockdown arrangements will depend heavily on the size and layout of your school. You may wish to identify those rooms most suitable for lockdown (and entrances which need to be locked) on a map which could be included within this section. It is important to ensure these rooms have an exit route in case the intruder does gain access to the premises.

The signal for a lockdown should be clearly distinguishable to that of an evacuation. Any confusion may result in pupils and staff congregating at an assembly point, thus potentially making themselves more vulnerable to an intruder.

If pupils are outside when the signal for a lockdown is sounded, staff could consider taking pupils to the nearest possible building that can be secured. Pupils could also be asked to hide or disperse if this will aid their safety.

During a lockdown staff may find it difficult to obtain a clear overview of the situation. Consider how communication could be maintained between employees, whether by two-way radio, mobile phone or less conventional means (e.g. using classroom computers to send messages via instant messaging or email).

Signals	
Signal for lockdown	
Signal for all-clear	

Lockdown	
Rooms most suitable for lockdown	Classrooms
Entrance points (e.g. doors, windows) which should be secured	All doors and windows should be secured and blind lowered.
Communication arrangements	- Two-way radios - Classroom telephones - Mobile phones - Instant messaging / email - Other.
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response - lockdown	Tick / sign / time

L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety. External lessons should go directly to the nearest classroom or exit the site if staff deem this to be safer. If the lock down occurs during break, lunch or between lessons, students and staff should go directly to the nearest classroom. To ensure that rooms are supervised staff may have to move to another room. Support staff and contractors are to remain in their offices, work or staff rooms; Visitors to remain with host.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors.	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given **by SLT**, or unless told to evacuate by the emergency services.	

Appendix 10 - School Closure

Schools are expected to remain open in all but the most extreme circumstances as disruption to the school routine can have an adverse effect on pupils' education. The decision to close a school will usually be taken by the head teacher. Occasionally local and central government may also recommend this course of action (e.g. in the event of a public health incident).

When to take the decision to close is important; it must balance the benefits of an early decision (avoiding unnecessary journeys and providing parents / carers with enough time to arrange childcare) against the drawbacks (finding that the situation is not as bad as initially feared). Headteachers are best able to judge the severity of the incident but should always consider safety in arriving at a decision.

Pupils and parents / carers should be notified of a school closure at the earliest possible opportunity.

Schools should aim to reopen as soon as possible to ensure that pupils are not away from education any longer than necessary.

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident).	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority.	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

Ref'	Generic actions - ongoing response	Tick / sign / time

SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

MODEL

Appendix 11 - Communications

During an emergency it is likely that concerned parents / carers will contact the school for further information and the general school telephone number may quickly become jammed with incoming calls.

One method of alleviating this pressure is to set-up an answer machine that can be set to 'message only' (i.e. callers cannot leave messages). Updating the answer machine message regularly with information on the emergency can inform and reassure parents / carers whilst reducing the burden on office staff. Many answer machines also have the capacity to change the message and call recording system remotely which may prove useful if staff cannot easily get to school.

Specifically designated lines for incoming and outgoing calls (preferably landlines as mobile phones can rapidly run out of battery) should be used to maintain communication with other organisations (e.g. the emergency services or local authority) but should not be made available to the public.

During an emergency staff it may be appropriate to consult the emergency services or local authority about what information can be provided to pupils and parents / carers.

Those who have been directly affected by the incident should be notified personally (either by a telephone conversation or face-to-face).

A log of communications should also be maintained so as not to disturb people by contacting them more than once if it is not necessary.

Designated telephone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls		

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

Methods of communication	Notes / instructions
Answer phone	- Example of pre-recorded message - Instructions on setting to 'message only' mode - Can it be updated remotely or only from the school site?
School website / extranet	- Log-in details - Who is authorised / trained to edit the website? - Can it be updated remotely or only from the school site?
Text messaging system	- Log-in details - Who is authorised / trained to use the text messaging system? - Can it be used remotely or only from the school site?
Local radio stations	Instructions for reporting school closures.
Telephone tree	
Sign at school entrance	
Newsletter	

Email	
Letter	
School notice board	

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

Group	Preferred method of contact	Contact details are available from
Pupils		
Parents / carers		
Governors		
Extended services		

MODEL

Appendix 12 - Media Considerations

Any significant emergency is likely to attract media attention. The scale of the interest will depend on the incident and could vary from telephone enquiries from the local media to national and international television crews arriving at the school asking for interviews.

If handled successfully, media management can directly assist personnel involved in the response and enhance the reputation of the school. It may therefore be beneficial for a member of the SEMT or a governor to undergo media training.

Other organisations, such as the emergency services or local authority, may be able to assist in responding to media requests and thus alleviate some of the pressure on school staff. All media statements should be approved by the school and those organisations involved in the response prior to release.

Our Media lead and Spokesperson is [insert name here]
Our Deputy Media lead and Spokesperson is [insert name here]

The room designated for media briefings and press personnel is [insert venue here]
Our alternate room is [insert venue here: offsite if possible]

Templates for press holding and pupil and parent briefings are kept [insert location]

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

General advice/before the NCC Communications representative arrives:

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

Other than the head teacher and media lead/spokesperson the rest of the Senior Incident Management Team will not be directly involved in media communications

The school have agreed a template media holding statement, which can be used in the initial stages of an incident, until the NCC Communications representative arrives. This will be followed up with a more detailed statement as soon as possible.

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

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

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

Appendix 13 - Sample Staff and Parent Briefing

Below is a sample staff and parent briefing statement, this should be amended to reflect the type of incident.

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

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

Please note that our contact numbers are:

[INSERT TELEPHONE NUMBER]
[INSERT FAX NUMBER]

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

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

Yours sincerely,

Head Teacher

Appendix 14 - Bomb Threats

Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. All staff need to be aware of the actions to take if they receive a call from someone claiming to have information about a bomb.

Whilst it is not reasonable for staff to assess the accuracy or validity of a threat, employees should record as much detail about the call as possible; this information will prove useful to the Police. A bomb threat is a crime so even if employees are confident the call is a hoax they must still report the incident to the Police.

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

Time of call:

………………………………………………………………………………

Telephone number you were contacted on:

………………………………………………………………………………

Exact wording of the threat:

………………………………………………………………………………

………………………………………………………………………………

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

Where is the bomb right now?

………………………………………………………………………………

What will cause it to explode?

………………………………………………………………………………

When will it explode?

………………………………………………………………………………

Did you place the bomb? If so, why?

………………………………………………………………………………

What does it look like?

………………………………………………………………………………

What is your name?

………………………………………………………………………………

What kind of bomb is it?

………………………………………………………………………………

What is your telephone number?

………………………………………………………………………………

What is your address?

………………………………………………………………………………

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

Did dialling 1471 work?

………………………………………………………………………………

Time the call ended:

………………………………………………………………………………

+ **Contact the Police (999) and Head Teacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

❏ Male

❏ Female

Approximately how old was the caller?

....

Did the caller have an accent?

....

Did the caller use a codeword?

....

Did the caller sound familiar?

....

What sort of voice did the caller have?

❏ Normal	❏ Well spoken	❏ Impediment
❏ Loud	❏ Poorly spoken	❏ Stutter
❏ Quiet	❏ Deep	❏ Lisp
❏ Whispered	❏ High pitched	❏ Slurred
❏ Clear	❏ Hoarse	❏ Other
❏ Disguised	❏ Nasal	

At what pace did the caller speak?

❏ Normal	❏ Quick	❏ Slow

What manner did the caller have?

❏ Normal	❏ Upset	❏ Irritated
❏ Calm	❏ Angry	❏ Muddled
❏ Excited	❏ Rational	❏ Other
❏ Laughing	❏ Irrational	

Were there any distinguishable background noises?

....

....

Notes:

....

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Appendix 15 - Suspicious Packages

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

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

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: ■ Do not touch the package further ■ Do not move it to another location ■ Do not put the package into anything (including water) ■ Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Head Teacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

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

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Appendix 16 - ICT Back Up

Schools should have disaster recovery arrangements for their technical systems. All data stored on the school network should be backed-up remotely and copies of data stored off-site. This section could be used to record information on the technical systems your school relies on and any back-up arrangements which have been established.

[Insert name here] is responsible for regular ICT back ups

[Please describe here your back up procedures. Include how information is backed up, what information is included, how often it is saved, where it is stored and how information would be restored.]

[Advice: where the loss of information would cause difficulties for the school, consider holding copies off site.]

Paper Records/Exam Papers etc

Most schools have some essential paper-based records which could be easily destroyed in a fire or flood. Staff should be encouraged to think about where they keep important resources (e.g. coursework) as loss of these can significantly harm the morale of pupils. Measures could include:
☐   Storing essential documentation in a fire-proof safe
☐   Making copies of important documentation and storing these off-site
☐   Scanning important paper-based records and storing these electronically.
It is sometimes possible to restore damaged records if prompt action is taken. Details of document salvage / restoration companies could be incorporated into your plan.

Schools should have a record of important equipment and items (e.g. asset register, equipment inventory) for calculating losses for insurance purposes. This, alongside details of any leased equipment on the premises, could also be included within this section. Some records may still be recorded on paper, including some coursework or written/oral exam papers.

[Insert name here] is responsible for maintaining paper records
[Insert name here (if different)] is responsible for examination/coursework procedures

[Please describe here how you look after any essential paperwork. Include how information is stored, what types of critical information is included and any back up/mitigation procedures you have to ensure information is kept as safely as possible.]

Appendix 17 - Log-Keeping Guidelines

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

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

- Notes should be clear, intelligible and accurate.

- Include factual information.

- Use plain and concise language.

- Keeps records of any expenditure.

- Do not remove any pages.

- Do not use correction fluid.