Symphony Learning TRUST

'Aspiration, Innovation, Excellence'

CRITICAL INCIDENTS POLICY

(Incorporating BUSINESS CONTINUITY PLAN)
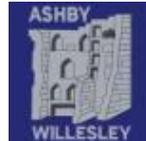
| Newcroft | Thornton | The Meadow | Ashby Willesley | Glen Hills | Fairfield |

Adopted by Symphony Learning Trust on	Spring 2017
Next Review Due	Spring 2020

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1. INTRODUCTION AND PURPOSE OF PLAN

The schools within the Symphony Learning Trust are exposed to a large number of events, or critical incidents, which have the potential to cause major disruption to our services. Although such events are rare, it is important that we have in place plans to help us manage and recover from these situations as they arise. Not only is this good practice, it is also considered essential for an organisation responsible for delivering high quality education to the community.

A critical incident can be a physical incident or psychological trauma that has a severe impact and likely long term effect on pupils, staff or parents or on the operation of the school itself. Past experience has identified some potential threats that have caused disruption to education services, including flooding and storm damage, fire, civil unrest, and outbreaks of animal disease in rural areas. One of the problems in planning for a critical incident is that it is impossible to predict what that incident might be or when it might happen.

In developing these plans we need to be mindful of any particular vulnerabilities or risks to which our school is exposed, and ensure that we address both the management of the immediate crisis and the longer term recovery process, factoring in personal support, crisis intervention and a whole range of practical assistance.

Rather than developing many plans to deal with every foreseeable eventuality, our plan is structured around the concept of failure or loss of access to the key resources we need to provide our services.

This means that irrespective of the cause, our plan focuses upon the loss of data, IT and communication systems, teaching spaces and equipment, office workspaces and facilities, and our human resources. In this way, regardless of whether the adverse event is a major fire, a bomb, or a flu epidemic, we have plans in place to effectively manage the loss of the affected resource.

The objectives of the plan are to ensure that, should an adverse event occur:

- We continue to protect the health, safety and wellbeing of our staff, students and users of our facilities.
- We continue to provide critical services to our students
- We achieve full, effective and efficient restoration of all services
- We communicate in a clear and timely manner to all our stakeholders
- We protect and enhance the reputation of our school

The plan does not provided a definitive list of all actions needed to be taken during an adverse event affecting our continuity, however, by producing, maintaining, and testing the plan, we will be more prepared, and will enhance our own capabilities in order to protect the school, our students and stakeholders, and recover in a more efficient and effective manner.

The Critical Incidents' Policy and Business Continuity Plan for our schools is maintained through the full support and endorsement of the Trustees and Local Governing Bodies of Symphony Learning Trust.

2. WHEN & HOW TO INITIATE THE BCP

What constitutes a serious adverse event?

A serious adverse event is any event that results in the failure or loss of a key resource and which maintains the potential to cause total loss or severe disruption to the work activity of a section or whole of the school for more than 2 working days.

Note 1: It may not be apparent at first, how long the serious adverse event or loss of resource will endure. If in doubt, the Critical Incident Team will decide, based on the information available, on the extent to which the BCP needs to be activated.

Note 2: Although the full BCP may not be activated, the plan may still help to reduce the disruption to work activities that may be caused by any number of more minor events.

Recovery objectives and priorities

The recovery objectives and priorities of this plan are based upon the nature of our business and have been developed in direct accordance with the results of a service impact analysis. The service impact analysis was conducted to provide a specific insight into the criticality of the different components of the school, and to ensure that our response to an adverse event which may affect continuity is efficient, effective and is focused entirely in accordance with the needs of the school, its students and our stakeholders.

In the event of the need to invoke the service continuity plan, our recovery strategy will generally be based upon the following priorities:

Primary: Information Technology and Communications
           Teaching activities and classroom accommodation

Secondary: Finance and Account Management, Human Resources
           Caretaking and Maintenance
           Catering

Tertiary: Trips and visits, access to shared facilities e.g. sports.
           Venue hire to community users

The priority of some areas may be variable depending upon which part of a curriculum cycle an event occurs in (e.g. accommodation is most critical during term time).

Recovery is based upon;

- A 48 Hour (Short Term) Critical Incident Plan designed to recover the most critical processes, to temporarily close the school, or to provide alternative temporary accommodation; and
- A 10 Day Disaster Recovery or Temporary Accommodation Plan which will be invoked on completion of the 48 Hour Plan to recover all other processes.

Plan Initiation – Serious adverse events occurring during normal working hours

The first consideration should be to the welfare of our staff, students and visitors. Existing emergency response and evacuation procedures should be followed for any event

requiring building evacuation or invacuation signalled by an alarm or on instruction by the emergency services.

Evacuation - continuous ringing of the school bell
'Invacuation'- 3 rings of the school bell, repeated several times

For other types of critical incident, the person becoming aware of the situation should report their concerns immediately to the Head Teacher or their nominated deputy.

If the information available indicates that the incident might constitute a serious event resulting in severe disruption of service, then the Head Teacher or deputy should immediately assemble as many members of the Critical Incident Team as possible and commence the Incident Management Phase of this plan (see below).

A critical service analysis (see appendix G) will be prepared by the School Business Manager to indicate which resources, assets etc. must be maintained or recovered and the timescales for this to allow to service continuity plan to function. This will be maintained and regularly updated by the School Business Manager

Plan Initiation – Serious adverse events arising outside of normal working hours

If the serious adverse event arises outside of normal working hours then it may be discovered by the first employee arriving on site. In these situations, the employee should immediately notify the Head Teacher/ Head of School or Deputy Head Teacher. If none are available, then another permanent member of the CIT should be notified.

Serious adverse events which occur outside of normal working hours may also be notified to the Site Manager who should be instructed to contact the Exec HT, HT, Head of School, Deputy HT, Chair of Local Governors or Crisis Line.

Once notified, if the information available indicates that the serious adverse event might result in the failure or loss of a key resource and which will cause total loss or severe disruption to the work activity of a section or division of the school, then the section Manager or deputy should contact a member of the Critical Incident Team (see below).

Incident log

A log recording, the sequence of events, with times and records of actions taken must be maintained throughout the management process.

Testing and Maintenance of the Plan

Key components of the plan will be tested on an annual basis, or sooner if significant changes to the school, or its services are made. These tests will range from undertaking simple desk top scenario-based exercises through to more complex simulations involving non-notice activation of the plan.

Records of all tests will be maintained, and the results of the tests routinely analysed and used to make improvements to the plan.

Recording of Adverse Events

All adverse events which result in, or create the potential for, **significant** disruption to service for a period of more than 0.5 days will be recorded. All events will be investigated

and analysed, and used to improve the robustness of the organisation and its response to such incidents where possible.

3. CRITICAL INCIDENT TEAM – CIT

Role of the CIT

The role of the CIT is to minimise the impact of the serious adverse event on people, the environment, and the activities of the school. They are responsible for assessing the potential impact of the event, and for directing the implementation of the service continuity plan. Decisions will be made by the team regarding the level to which the plan needs to be implemented depending on the nature and scale of the event.

Membership of the CIT

Permanent members of the CIT for each school will be:

Ashby Willesley	**Matthew Brookes** Executive Head	**Sue Rainbow** Head of School	**Lynn Knox** Chair of Governors	**Chloe Dilks** Deputy Head	**Jeanette Martindale/Rachel Mckeown** Assistant Headteacher	**Lisa Watson** School Business Manager
Fairfield	**Tim Sutcliffe** Executive Head	**Mark Tuckwell** Head of School	**Kris Cross** Chair of Governors	**Helen Mary Boyce** Vice Chair of Governors	**Chrisi Harrison** Assistant Head	**Talvinder Tundall** School Business Manager
Glen Hills	**Tim Sutcliffe** Executive Head	**Rebecca Wesley** Head of School	**Chris Kingsley-Mills** Chair of Governors	**Chris Merrill** Vice Chair of Governors	**Janette de Voil / Amy Smith** Assistant Heads	**Talvinder Tundall -** School Business Manager
Newcroft	**Alex Smythe** Executive Head	**Elizabeth Hallam** Head of School	**Elle Walshe** Chair of Governors	**Diane Lane** School Business Director		
Old Mill	**Alison Smith-Stewart/Sue Heasman** Co Heads	**Toni Johnson** Chair of Governors	**Donna Hughes** School Business Manager	**Sara Shaw** Vice Chair of Governors		
The Meadow	**Matthew Brookes** Executive Head	**Steve Lilley** Chair of Local Governors	**Charlie Smith** Head of School	**Louise Allen** Head of School	**Katy Chuter** EYFS Leader	**Daniel Wagg** School Business Manager
Thornton	**Sarah Acton -** Head teacher		**Brian Gratton** Chair of Governors	**David Yorke** Vice Chair of Governors	**Diane Lane** School Business Director	

Depending on the type and nature of the incident, other members of staff may be co-opted to the team as necessary, or may be required to provide advice to the CIT. Not exclusively, this may include:

- o The Site Manager/Premises Officer
- o Information Technology Technician
- o Administrative Officer

Contact details for the individuals listed above are contained in Appendix A.

Formation of the CIT

The CIT will convene at an agreed location at the earliest opportunity. As a benchmark, this should be within 2 hours of the original notification being received.

Those members who are unable to attend in person will phone in (if possible)

The CIT meeting location may be influenced by the location and type of adverse event which has occurred. Although not limited to the following, the CIT may be convened at one of the locations detailed below:

	School	Off site
Ashby Willesley	Packington Nook Lane, Ashby de la Zouch, Leicestershire, LE65 2QG	Ashby Town Council Chambers, Ashby de la Zouch 01530 416961
Fairfield	Cheshire Drive, Wigston, Leicester LE18 4WA	St Thomas Church St Thomas Road South Wigston Leicester LE18 4TA 0116 2782830
Glen Hills	Featherby Drive, Glen Parva, Leicester, LE2 9NY	Glen Parva Memorial hall Dorothy Avenue Glen Parva Leicester
Newcroft	Trueway Drive, Shepshed, Leicestershire LE12 9DU	Iveshead Academy (formerly Shepshed High School) Shepshed.

The Meadow Community	The Head Teacher's Office, The Meadow CP School	Glenmere Primary School, Estoril Avenue, Wigston, Leicester, LE18 3RD. 0116 288 2228
Thornton	Main Street, Thornton, Leicestershire LE67 1AH	Community Centre
Old Mill Primary School	Station Road, Broughton Astley Leicestershire LE9 6PT	Thomas Estley Community College Station Road Broughton Astley Leicestershire LE9 6PT

4. ROLES AND RESPONSIBILITIES

ROLE	Details of RESPONSIBILITIES	Accountability / Authority
Executive Headteacher/Head Teacher	• Senior responsible owner of Business Continuity Management in the school. • Ensuring the school has capacity within its structure to respond to incidents. • Determining the school's overall response and recovery strategy. • Ensuring continuity arrangements and strategies are developed (e.g. alternative relocation site, use of temporary staff, etc). • Involving the school community in the planning process as appropriate. • Plan testing and exercise. • Conducting "debriefs" following an incident, test or exercise, to identify lessons and ways in which the plan can be improved. • Training staff within the school on Business Continuity. • Embedding a culture of resilience within the school, involving stakeholders as required.	The Head Teacher has overall responsibility for day-to-day management of the school, including being lead decision-maker in times of crisis.
Critical Incident Team (including Executive Head Teacher/Headteacher)	• Leading the school's initial and ongoing response to an incident. • Declaring that an "incident" is taking place. • Activating the BCP. • Notifying relevant stakeholders of the incident, plan activation and ongoing response actions. • Providing direction and leadership for the whole school community. • Undertaking response and communication actions as agreed in the plan. • Prioritising the recovery of key activities disrupted by the incident. • Managing resource deployment. • Welfare of pupils. • Staff welfare and employment issues.	The CIT has the delegated authority to authorise all decisions and actions required to respond and recover from the incident

Depending on the circumstances of the incident it may be necessary to activate one or all of the following roles:

ROLE	Details of RESPONSIBILITIES	Accountability / Authority
Incident Manager	• Overall responsibility for managing the incident and the CIT • Allocates roles to members of the CIT • Allocates tasks to other staff as appropriate	
Record Keeper	• Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately.	Reporting directly to the Head teacher or CIT.
Media Co-ordinator	• Collating information about the incident for dissemination in Press Statements. • Ensuring all press releases are approved by the CIT.	The Media Co-ordinator should be a member of the CIT.
Stakeholder Liaison	• Co-ordinating communication with key stakeholders as necessary. This includes, but is not restricted to: - Governors - Parents / carers - Catering provider - External agencies (e.g. emergency services, HSE, etc)	Communication activities must be agreed by the CIT. Information sharing should be approved by the Head Teacher or CIT
Site Manager/Premises Officer	• Undertaking duties as necessary to ensure site security and safety in an incident. • Liaison with the CIT to advise on any issues relating to the school physical infrastructure. • Lead point of contact for any contractors who may be involved in incident response.	Report directly to Head Teacher or CIT
ICT Technician	• Ensuring the resilience of the school's ICT infrastructure. • Liaison with ICT support / external providers. • Work with the School Business Manager to develop proportionate risk responses.	Report directly to the CIT
Recovery Co-ordinator	• Leading and reporting on the school's recovery process. • Identifying lessons as a result of the incident. • Ensures lessons are incorporated into the plan development.	Already a member of the CIT, but will remain focussed on leading the recovery and resumption phase.
Local Governors	• Work in partnership with the Head teacher to provide strategic direction in planning for and responding to disruptive incidents. • Undertaking actions as required to support the school's response to a disruptive incident and subsequent	Liaison with the Head Teacher or CIT in response to a crisis.

ROLE	Details of RESPONSIBILITIES	Accountability / Authority
	recovery. • Acting as a "critical friend" to monitor, evaluate and ensure that the school Business Continuity Plan is fit-for-purpose and that continuity arrangements are robust and reliable.	

5. INCIDENT MANAGEMENT PHASE

Note: This section should not be necessary for pre-planned incidents or slowly developing scenarios that are not "no notice" emergencies but which have the potential to disrupt school activities (e.g. computer virus, flu pandemics, a pre-planned strike, forecast for heavy snow, planned power-outage, etc). For incidents of this nature turn immediately to the Business Continuity phase.

Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:
- Protect the safety and welfare of pupils, staff, visitors and the wider community;
- Protect vital assets (e.g. equipment, data, reputation)
- Ensure urgent and necessary communication takes place;
- Support the Business Continuity phase;
- Support the Recovery and Resumption phase.

Incident Management Actions

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
1.	Make a *quick* initial assessment: • Survey the scene; • Assess (i.e. scale/severity, duration, impact); • Disseminate information to others	Gather and share information to facilitate decision-making and enhance the response. *A full impact assessment form can be found in Appendix B.*	
2.	Call the Emergency Services (as appropriate)	**TEL: 999** Provide as much information about the incident as possible.	
3.	• Evacuate or "invacuate" the school building (if necessary) • Consider whether it may be safer or better for the welfare of pupils to stay within the school premises and congregate at a relative place of safety indoors ("invacuation") • If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical school activities. • Notify relevant stakeholders of site evacuation.	• Use normal procedures for the school. • Consider arrangements for staff/pupils with special needs. • If the decision is to stay within the school, ensure the assembly point is safe and take advice from the Emergency Services as appropriate.	
4.	Ensure all pupils, staff and visitors report to the identified assembly point.	Assembly points for pupils, staff, visitors and school lets to be explained at a local level	
5.	Check that all pupils, staff, contractors and visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contractors and visitors as a priority.		

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment.	
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information.	
8.	Identify school Critical Incident Team to undertake specific emergency response roles	Details on roles and responsibilities can be found in section 4.	
9.	Contact the Insurance Team at County Hall	Contact numbers, including out of hours, are available in Appendix A.	
10.	Ensure a log of key decisions and actions is started and maintained throughout the incident.	*A log template can be found in Appendix C.*	
11.	Where appropriate, record names and details of any pupils, staff, contractors or visitors who may have been injured or affected by the incident, as part of incident record keeping.	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident.	
12.	• Take further steps to assess the impact of the incident • Agree response / next steps	Continue to record key decisions and actions in the incident log. Update impact assessment form.	
13.	Log details of all items lost by pupils, staff, visitors, etc. as a result of the incident, if appropriate.	*A form for recording this information can be found in Appendix D.*	
14.	If appropriate, arrange contact with the Press.	Establish a media area if necessary.	
15.	Assess the key priorities for the remainder of the working day and take relevant action.	Consider actions to ensure the health, safety and well-being of the school community at all times. Consider business continuity strategies (i.e. alternative ways of working, re-location to a recovery site, etc) to ensure the impact of the disruption is minimised. *Business Continuity Strategies are documented in Section 6.* Consider the school's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.	
16.	Ensure staff are kept informed about what is required of them	Consider: • What actions are required;	

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
		• Where staff will be located; • Notifying staff who are not currently in work with details of the incident and actions undertaken in response.	
17.	Ensure pupils are kept informed as appropriate to the circumstances of the incident.	Consider communication strategies and additional support for SEN pupils. Consider the notification of pupils not currently in school.	
18.	Ensure parents/carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date. If the school is evacuated, the Head Teacher and Deputy Head should carry their mobile phones and these should be used, with one designated for incoming calls and the other for outgoing calls. If access to the school building is available, then the fax line should be used for outgoing calls.	Agree arrangements for parents/carers collecting pupils at an appropriate time. Consider how emergency communication needs will be established (e.g. phone lines, answer machine message, text message, website update.) In the first instance the fax line or mobile phones should be used for outgoing calls and the landline for in-coming calls.	
19.	Ensure governors are kept informed as appropriate to the circumstances of the incident.	Chair of Governors to communicate with other governors and update as required.	
20.	Consider the wider notification process and the key messages to communicate.	Local radios and social media may be useful in broadcasting key messages.	
21.	Communicate the interim arrangements for delivery of critical school activities.	Ensure all key stakeholders are kept informed of contingency arrangements as appropriate. Inform using website, text messaging and telephone as appropriate to stakeholder list.	
22.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident – this information may be needed in connection with an insurance claim, if applicable. *A Financial Expenditure Log can be found in Appendix D.*	
23.	Seek specific advice / inform insurance company as appropriate	LCC Insurance Team (Academies Insurance Scheme): 0116 305 6516.	

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
24.	Ensure recording process is in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required.	

6. BUSINESS CONTINUITY PHASE

Purpose of the Business Continuity Phase

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

Business Continuity Actions

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, additional / specific input may be needed to drive the recovery of critical activities and this may require the involvement of external partners	

2.	Evaluate the impact of the incident	Take time to understand the impact of the incident on "business as usual" school activities by communicating with key stakeholders to gather information.
		
		Consider the following questions:
		• Which school activities are disrupted?
		• What is the impact over time if these activities do not continue?
		• Would the impact be:
		   - Manageable?
		   - Disruptive?
		   - Critical?
		   - Disastrous?
		• What are current staffing levels?
		• Are there any key milestones or critical activity deadlines approaching?
		• What are the recovery time objectives?
		• What resources are required to recover critical activities?	

3.	Plan how critical activities will be maintained , utilising pre-identified or new business continuity strategies (see below)	Consider: • Immediate priorities; • Communication strategies; • Finance; • Monitoring the situation; • Reporting; • Stakeholder engagement. Produce an action plan for this phase of response.	
4.	Log **all** decisions and actions, including what you decide **not** to do and	*Decisions and actions should be recorded in the Incident Log (see Appendix C)*	

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
	include your decision making rationale.		
5.	Log all financial expenditure incurred	*A Financial Expenditure Log can be found in Appendix E.*	
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and the availability of staff.	
7.	Secure resources to enable continuation / recovery of critical activities	Consider requirements such as staffing, premises, equipment, ICT, welfare issues, etc.	
8.	Deliver appropriate communication actions as required.	Ensure methods of communication and key messages are developed as appropriate to the needs of key stakeholders	

Business Continuity Strategies

	LOSS OF SHORTAGE OF STAFF OR SKILLS	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
1.	Use temporary staff (e.g. cover supervisors, supply teachers, office staff, etc.)	
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities. This may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence (e.g. maternity leave)	
3.	Using different ways of working to allow for reduced workforce, which may include: • Larger class sizes (subject to adult:child ratios) • Use of TAs and LSAs • Virtual Learning Environment opportunities • Pre-prepared educational materials that allow for independent learning; • Team activities and sports to accommodate larger numbers of pupils at once.	
4.	Suspending "non-critical" activities and focussing on priorities	
5.	Ensuring staff management issues are considered (i.e. managing attendance policies, job description flexibility, contractual requirements, etc)	

	DENIAL OF ACCESS TO PREMISES, OR LOSS OF UTILITIES	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
1.	Pre-agreed arrangements with other premises in the community	
2.	Virtual Learning Environment opportunities	

	DENIAL OF ACCESS TO PREMISES, OR LOSS OF UTILITIES	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
3.	Localising the incident (e.g. isolating the problem and using different areas within the school premises.)	
4.	Off-site activities (e.g. swimming, physical activities, school trips.	

	LOSS OF TECHNOLOGY / TELEPHONY / DATA / POWER	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
1.	Back-ups of key school data – daily, held off-site	
2.	Revert to paper-based systems (e.g. paper registers, whiteboards, etc)	
3.	Flexible lesson plans	
4.	Emergency lighting	

	LOSS OF KEY SUPPLIERS, THIRD PARTIES OR PARTNERS	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
1.	Ensure all external providers have business continuity plans in place as part of contract terms	
2.	Insurance cover	
3.	Using alternative ways of working to mitigate the loss (e.g. suspending activities, adapting to the situation and working around it)	

7. RECOVERY AND RESUMPTION PHASE

Purpose of the Recovery and Resumption Phase

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

Recovery and Resumption Actions

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	
2.	Respond to any ongoing and long-term support needs of staff and pupils	Depending on the nature of the incident, the school Critical Incident Team may need to consider the use of counselling services.	
3.	Once recovery and resumption actions are complete communicate the return to "business as usual".	Ensure all staff and key stakeholders are aware that the business continuity plan is no longer in effect.	
4.	Carry out a "debrief" of the incident with staff (and possibly with pupils). Complete a report to document opportunities for improvement and any lessons identified.	The incident de-brief report should be reviewed by all members of the school Critical Incident Team and in particular by the head teacher to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.	
5.	Review this BCP in light of lessons learned from the incident and the response to it.	Implement recommendations for improvement and update this plan. Ensure any revised versions of the plan are read by all members of the school Critical Incident Team.	

8. COMMUNICATION PLAN

Where possible a separate dedicated line should be used for out-going calls: where possible this should be the fax line. This will ensure the mail school number is kept free for incoming calls.

In the event of an evacuation, the Head Teacher and Deputy Head should carry their mobile phones, one of which can then be designated for incoming calls and the other for outgoing calls.

Liaison and Communication with the Emergency Services

If the emergency services are involved in the adverse event, then the CIT will appoint an individual from within its membership to act as a liaison officer.

Communicating with employees

At the earliest opportunity, all staff should be provided with information regarding the adverse event, and instructions on further actions to be taken. CIT should arrange for a message to be sent to all staff informing them of the adverse event and perceived impact on the operational effectiveness of the school.

If the adverse event has arisen during normal working hours then a staff briefing should be held at a safe location. This is likely to be the place where the CIT are assembling (see p. 6 above)

If the adverse event occurs outside of normal working hours then staff should be contacted on their home numbers or mobiles using the Snowline communication system (which is through the school's text messaging system to staff in the majority of schools).

Contact telephone numbers have been circulated to all relevant managers.

All staff who are affected but are off-site for any reason should also be informed of the adverse event without delay.

If the decision is taken to send staff home, or to wait at home while the situation is assessed, then arrangements should be made to contact them again within a specified time period to provide an update and fresh instructions. The cascade communication system should be used.

Communicating with Pupils

Where necessary staff will be given advice and guidance on what pupils should be told and how; in some cases a whole school approach may be appropriate, while in others information may best be disseminated in small groups by staff closest to the pupils. Information given should be tailored to the cognitive and emotional levels of the children, and pupils must be given all the time they need to ask questions, talk about the incident or have their worries allayed.

Families should be informed about the amount of information their children have been given.

Communicating with Parents and Guardians

The CIT will develop a message to be communicated to parents and others and instruct appropriate individuals within the organisation to communicate these messages. This will include a statement posted on the school website and through electronic contact with parents:-
(

School	Website address	Text message service with parents
Ashby Willesley	www.ashbywillesley.org.uk	Weduc
Fairfield	www.fairfieldcpschool.leics.sch.uk	Parentmail
Glen Hills	www.glenhillsprimary.co.uk	Parentmail
Newcroft	www.newcroftprimaryacademy.co.uk	Weduc
The Meadow Community	www.meadowcommunity.co.uk	Parentmail2
Thornton	www.thornton.leics.sch.uk	Weduc

Also, information should be sent to local radio stations and other media as well as newsletters or other written information.

Information to be communicated may include:

- Information regarding the adverse event and perceived impact on the operational effectiveness of the organisation.
- Action being taken to recover services.
- Advice and instructions on closure, alternate arrangements / temporary procedures.
- A commitment to keep people informed and the schedule for further updates on communications.

Consistency of information is vital, so steps will be taken to avoid a chain of communication so far as this is possible. Those dealing with incoming phone calls should provide an agreed factual statement, together with reassurance that the incident is being managed effectively at the site.

Responsibility for maintaining contact details

Responsibility for maintaining up-to-date contact information for staff, students and others is as follows (Note: **All contact information must be accessible outside of office hours**):

STAFF   **The Meadow and Fairfield only** -The school administrator will update and distribute the "Snow Line" communication cascade on an annual basis and

distribute this to all staff. Mid-year changes will be noted on the master copy, and notified to staff in the affected chain.

All other SLT Schools – The Academy text messaging system is used to contact all staff in the event of emergencies which may include school closure in adverse weather conditions.

PUPILS The school administrator will ensure that a pupil emergency contacts report from SIMS is included in an "Essential Information" pack, which will be stored off site. The report will be replaced with an up-to date version at the start of every academic year, and interim changes will be noted and inserted into the file as and when necessary.
Parents are also encouraged to register their mobile phone numbers so they can receive text messages and/or emails.

Communicating with other stakeholders

The CIT will identify other persons and organisations who need to be informed of the event and will appoint a member of staff to keep these persons informed.

It will be the responsibility of:	To maintain contact details of:
The School Business Manager	Insurers * Legal Finance Payroll Banking Suppliers After School Club providers *
The School Administrator	Other users of site facilities *

* Copies of these contacts should be included in an "Essential Information" pack to be kept off-site.

The School Business Manager will be responsible for making contact / notifying the relevant insurance companies and for collating the information required to lodge a claim under any relevant insurance policy.

Communicating with the Media

The CIT will appoint one person from within its membership to liaise with, and answer any requests for information from the media. A second member of staff should be present during any conversations with the press, who will take notes of what is said.

It is important to communicate a clear, concise and consistent message at a time when many of our stakeholders may be concerned with our operational effectiveness. Therefore, staff should NOT answer any media enquiries under any circumstances and instead refer those enquiries directly to the appointed CIT member.

9. STAFF AND STUDENT WELFARE ISSUES

Support during recovery process

Ashby Willesley	Sue Rainbow – Head of School
Fairfield	Mark Tuckwell – Head of School
Glen Hills	Rebecca Wesley – Head of School
Newcroft	Elizabeth Hallam – Head of School
The Meadow	Louise Allen – Head of School
Thornton	Sarah Acton – Head Teacher

The named person above will be responsible for co-ordinating and advising the CIT on staff and student support requirements during any service recovery operation. Issues that may need to be considered include (but are not restricted to):

- The provision of welfare services.
- Flexible and home working arrangements.
- Website and internet information provision and support.
- Exceptional staff expenses (travel, subsistence etc).

Other Useful Numbers

Resilience Partnership Team (formerly Crisis Line)   07786 198283
                                                           07659 170195 (pager)

Insurance   Office Hours   0116 305 6516
                             Emergency Out of Hours   07834 177201

APPENDIX A – REMOVED FROM PUBLIC VERSION CONFIDENTIAL CONTACT DETAILS OF STAFF

APPENDIX B – IMPACT ASSESSMENT FORM

Completed by:		Incident:	
Date:		Time:	

Question	Logged Response		
How were you made aware of the incident?			
What is the nature of the incident? (e.g. type, location, severity)			
Are there any staff or pupil casualties or fatalities? (complete casualty/fatality sheets if necessary)			
Have the Emergency Services been called?			
Is the incident currently affecting school activities? If so, which areas?			
What is the estimated duration of the incident?			
What is the actual or threatened loss of workforce?	Over 50%		
	20-50%		
	1-20%		
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)			
Which work areas have been destroyed, damaged or made unusable?			
Is there evidence of structural damage?			
Which work areas are inaccessible but intact?			

APPENDIX C – INCIDENT LOG TEMPLATE

Log of Events, Decisions and Actions

Completed by:		Sheet Number:	
Incident:		**Date:**	

Time	Log Details

APPENDIX D – DETAILS OF LOST ITEMS

Completed by:		Sheet Number:	
Incident:		Date:	

Name	Class	Item(s) Lost

APPENDIX E – EXPENDITURE LOG

Incident:			Sheet Number:	
			Date:	
Amount	**Item Purchased**	**Supplier**		**Payment Method**

APPENDIX F – EMERGENCY PACK

An emergency information pack contains all essential information needed to facilitate recovery following a major incident. This pack will be stored in the site manager's house and will be reviewed not less frequently than once per year, with certain sections to be updated more frequently.

Content	Frequency for Review / Update
Pupil home contact details	September, with amendments made as necessary through the year.
Copy of snow line (staff contact details)	September, with amendments made as necessary through the year
Other users of site facilities (i.e. community users)	Annually - Regular lettings details Ad hoc – less frequent users
After school club provider contact details	Annually, and as necessary if providers change.

APPENDIX G – CRITICAL SERVICE ANALYSIS

Ashby Willesley Primary School

Resource / Areas to look at	What is required to provide Minimum Service (short term)	If not available • How would we get it • What would we do instead	Who would manage it	Actions needed to enable
Building	• Teaching space for 7 x 60 children • Toilet facilities (adults/children) • Office space (3 desks) • Arrangements for providing free school meals	• Portakabin – temporary school after 6 weeks. • Seek space in surrounding schools/community buildings • Arrange for nearby school to ship hot or packed meals in for free meals children.	HT / SBM	Investigate Portakabin solution and suitable community venues Ascertain from LA Food Service nearest kitchens with capacity to provide FSM
Staff	• 5 adults for Foundation Stage • 2 adults for all other year groups • 1 office	• Supply / agency staff • Seek assistance from other schools • If necessary close to some/all year groups	HT	
ICT	• 1 PC/laptop running FMS and SIMS and Internet • PC/laptop for other essential office staff, with Office and Internet • Telephone for incoming calls • Telephone for outgoing calls	• Access FMS/SIMS backup via LEAMIS at County Hall • Call in laptops (or borrow from another school) • Use manual/paper processes • Purchase a cheap mobile phone with pay as you go sim card and publish this number for incoming calls. • Use personal mobile phones for outgoing calls (or purchase 2nd PAYG mobile)	HT/SBM ICT Tech Admin	School currently owns 2 mobile phones

APPENDIX G – CRITICAL SERVICE ANALYSIS

Glen Hills Primary School

Resource / Areas to look at	What is required to provide Minimum Service (short term)	If not available • How would we get it • What would we do instead	Who would manage it	Actions needed to enable
Building	• Teaching space for 7 x 75 children • Toilet facilities (adults/children) • Office space (5 desks) • Arrangements for providing free school meals	• Portakabin – temporary school after 6 weeks. • Seek space in surrounding schools/community buildings • Arrange for nearby school to ship hot or packed meals in for free meals children.	HT / SBM	Investigate Portakabin solution and suitable community venues Ascertain from LA Food Service nearest kitchens with capacity to provide FSM
Staff	• 6 adults for Foundation Stage • 3 adults for all other year groups • 1 office	• Supply / agency staff • Seek assistance from other schools • If necessary close to some/all year groups	HT	
ICT	• 1 PC/laptop running FMS and SIMS and Internet • PC/laptop for other essential office staff, with Office and Internet • Telephone for incoming calls • Telephone for outgoing calls	• Access FMS/SIMS backup via LEAMIS at County Hall • Call in laptops (or borrow from another school) • Use manual/paper processes • Purchase a cheap mobile phone with pay as you go sim card and publish this number for incoming calls. • Use personal mobile phones for outgoing calls (or purchase 2nd PAYG mobile)	HT/SBM ICT Tech Admin	School currently owns 2 mobile phones

APPENDIX G – CRITICAL SERVICE ANALYSIS

Fairfield Community Primary School

Resource / Areas to look at	What is required to provide Minimum Service (short term)	If not available • How would we get it • What would we do instead	Who would manage it	Actions needed to enable
Building	• Teaching space for 7 x 30 children • Toilet facilities (adults/children) • Office space (3 desks) • Arrangements for providing free school meals	• Portakabin – temporary school after 6 weeks. • Seek space in surrounding schools/community buildings • Arrange for nearby school to ship hot or packed meals in for free meals children.	EHT / HoS / SBD	Investigate Portakabin solution and suitable community venues Ascertain from LA Food Service nearest kitchens with capacity to provide FSM
Staff	• 2 adults for Foundation Stage • 1 adults for all other year groups • 1 office	• Supply / agency staff • Seek assistance from other schools • If necessary close to some/all year groups	HoS	
ICT	• 1 PC/laptop running FMS and SIMS and Internet • PC/laptop for other essential office staff, with Office and Internet • Telephone for incoming calls • Telephone for outgoing calls	• Access FMS/SIMS backup via LEAMIS at County Hall • Call in laptops (or borrow from another school) • Use manual/paper processes • Purchase a cheap mobile phone with pay as you go sim card and publish this number for incoming calls. • Use personal mobile phones for outgoing calls (or purchase 2nd PAYG mobile)	EHT / HoS / SBD ICT Tech Admin	School currently owns 2 mobile phones

APPENDIX G – CRITICAL SERVICE ANALYSIS

Thornton Primary School

Resource / Areas to look at	What is required to provide Minimum Service (short term)	If not available • How would we get it • What would we do instead	Who would manage it	Actions needed to enable
Building	• Teaching space for 5 x 30 children • Toilet facilities (adults/children) • Office space (2 desks) • Arrangements for providing free school meals	• Portakabin – temporary school after 6 weeks. • Seek space in surrounding schools/community buildings (e.g. Community Centre) • Confirm arrangements with Ratby Primary School for shipping hot or packed meals in for free meals children.	EHT / HoS / SBD	Investigate Portakabin solution and suitable community venues Liaise with the Community Centre for viability
Staff	• 2 adults for Foundation Stage • 1 adult for all other year groups • 1 office	• Supply / agency staff • Seek assistance from other schools • If necessary close to some/all year groups	HoS	
ICT	• 1 PC/laptop running FMS and SIMS and Internet • PC/laptop for other essential office staff, with Office and Internet • Telephone for incoming calls • Telephone for outgoing calls	• Access FMS/SIMS backup via LEAMIS at County Hall • Call in laptops (or borrow from another school) • Use manual/paper processes • Purchase a cheap mobile phone with pay as you go sim card and publish this number for incoming calls. • Use personal mobile phones for outgoing calls (or purchase 2nd PAYG mobile)	EHT / HoS / SBD	School currently owns 1 mobile phone

APPENDIX G – CRITICAL SERVICE ANALYSIS

Newcroft Primary Academy and Pre-School

Resource / Areas to look at	What is required to provide Minimum Service (short term)	If not available • How would we get it • What would we do instead	Who would manage it	Actions needed to enable
Building	• Teaching space for 9 x 30 children • Toilet facilities (adults/children) • Office space (4 desks) • Arrangements for providing free school meals	• Portakabin – temporary school after 6 weeks. • Seek space in surrounding schools/community buildings • Arrange for nearby school to ship hot or packed meals in for free meals children.	HT / SBD	Investigate Portakabin solution and suitable community venues Liaise with local schools about the provision of FSM
Staff	• 4 adults for Foundation Stage • 1 adult for all other year groups • 1 office	• Supply / agency staff • Seek assistance from other schools • If necessary close to some/all year groups	HT	
ICT	• 1 PC/laptop running FMS and SIMS and Internet • PC/laptop for other essential office staff, with Office and Internet • Telephone for incoming calls • Telephone for outgoing calls	• Access FMS/SIMS backup via LEAMIS at County Hall • Call in laptops (or borrow from another school) • Use manual/paper processes • Purchase a cheap mobile phone with pay as you go sim card and publish this number for incoming calls. • Use personal mobile phones for outgoing calls (or purchase 2nd PAYG mobile)	HT/SBD ICT Tech Admin	School currently owns 1 mobile phone

APPENDIX G – CRITICAL SERVICE ANALYSIS

The Meadow Primary and Pre-School

Resource / Areas to look at	What is required to provide Minimum Service (short term)	If not available • How would we get it • What would we do instead	Who would manage it	Actions needed to enable
Building	• Teaching space for 8 x 60 children • Pre-school space for 25 children • Toilet facilities (adults/children) • Office space (3 desks) • Arrangements for providing free school meals	• Portakabin – temporary school after 6 weeks. • Seek space in surrounding schools • Arrange for nearby school to ship hot or packed meals in for free meals children.	HT / SBM	Complete – Portakabin have visited the site and drawn up plans.
Staff	• 4 adults for Foundation Stage • 2 adults for all other year groups • 3 to 6 adults for pre-school • 1 office	• Supply / agency staff • Seek assistance from other schools • If necessary close to some/all year groups	HT	
ICT	• 1 PC/laptop running FMS and SIMS and Internet • PC/laptop for other essential office staff, with Office and Internet • Telephone for incoming calls • Telephone for outgoing calls	• Access FMS/SIMS backup via LEAMIS at County Hall • Call in laptops (or borrow from another school) • Use manual/paper processes • Purchase a cheap mobile phone with pay as you go sim card and publish this number for incoming calls. • Use personal mobile phones for outgoing calls (or purchase 2nd PAYG mobile)	HT/SBM ICT Tech Admin	

Appendix H – Utilities and Services
GAS

Ashby Willesley	In the gas meter housing in the boiler house yard. Key needed which is held in PO room. Turn lever. **British Gas Emergency Number 0800 111 999**
Fairfield	In the gas meter housing in the boiler house. Key needed which is held in PO office. Turn lever. **British Gas Emergency Number 0800 111 999**
Glen Hills	In the gas meter housing in the boiler house yard. Key needed which is held in office. Turn lever. **British Gas Emergency Number 0800 111 999**
Newcroft	In the gas meter housing in the cupboard at the main gate. Key needed which is held in office. Turn lever. **British Gas Emergency Number 0800 111 999**
The Meadow	The main shut off is in the meter cupboard, near the car park gate. Squeeze the blue lever and turn clockwise. **British Gas Emergency Number 0800 111 999**
Thornton	In the gas meter housing in the cupboard at the main gate. Key needed which is held in office. Turn lever. **British Gas Emergency Number 0800 111 999**

Water

Ashby Willesley	The main shut off is down the path to field by the Resources Mobile. Lift manhole cover and turn tap. Alternative is in Boiler House, opposite doors. Turn valve and this will shut off most of supply but not all (kitchen not isolated). **Severn Trent Emergency Number - 0800 783 4444**
Fairfield	The main shut off is in the Boiler House, in the back right hand side of the room and low pressure cold turn off, which are located in the tank room on the roof. **Severn Trent Emergency Number - 0800 783 4444**
Glen Hills	The main shut off is in the Boiler Room, by the boiler room main door on the right hand side. **Severn Trent Emergency Number - 0800 783 4444**
Newcroft	The main shut off is in the ground outside the main gate **Severn Trent Emergency Number - 0800 783 4444**
The Meadow	The main shut off is in the meter cupboard by the kitchens. Turn the tap at the bottom of the green pipe in a clockwise direction. **Severn Trent Emergency Number - 0800 783 4444**
Thornton	The main shut off is in the small room off the Library. **Severn Trent Emergency Number - 0800 783 4444**

Electricity

Ashby Willesley	The main shut off is in the meter cupboard in the main foyer opposite library area. **National Grid Emergency Number 0800 40 40 90** **Emergency Number – Western Power Distribution -0800 67 83 105**
Fairfield	In the meter cupboard, of the Hall by the Fire Exit out by the Year 6 Classroom. **National Grid Emergency Number 0800 40 40 90**
Glen Hills	The main shut off is in the meter cupboard in the corridor near main office **National Grid Emergency Number 0800 40 40 90**
Newcroft	The main shut off is in the meter cupboard outside the Main Office adjacent to the Boiler House **National Grid Emergency Number 0800 40 40 90**
The Meadow	The main shut off is in the meter cupboard by the staff room fire exit. Pull out the rod in the back left corner and then pull down. **Emergency Number – Western Power Distribution -0800 67 83 105**
Thornton	The main shut off is in the meter cupboard near the windows in the last classroom on the right hand side of the corridor opposite the entrance to the school hall. **National Grid Emergency Number 0800 40 40 90**

Other

Ashby Willesley	
Fairfield	
Glen Hills	
Newcroft	
The Meadow	**To Override the Bell** In the high level cupboard behind the main office door. Flick the switch to manual and push the release button. Remember to put it back to Auto once finished. To silence the alarm use the button on the panel.
Thornton	

APPENDIX I – EXAMPLE COMMUNICATION SCRIPTS

Media Holding Statement

At xxx AM/PM today, an incident occurred at XXX Primary School. Emergency services are currently at the scene, assessing the situation. More information will be issued to parents at ………………… (time). In the meantime, we wish to assure parents that (unless we have already contacted you individually) your child is safe .

Parents

1. There has been an incident affecting the school. (Unless we have already contacted you individually) your child is safe and uninjured, but we have had to evacuate the building. As we will not be able to resume normal school activities today, please would you arrange to collect your child(ren) as soon as possible from …………………………………

2. There has been an incident in the local area. The police are managing the situation, but have advised that everyone should remain in the building as a precaution. By police request, please **do not** try to come to the school. Please be assured that your child(ren) are safe and the building is secure – the safety of all children is our first priority. We will issue a further update by ……………………… (time), or sooner if required as a result of fresh information / advice being received from the police.

   Possible follow up to 2:
   Further to our earlier communication, the police advice remains unchanged. Please do not attempt to collect your child at the end of the day, as this will hinder the police. We will keep all of the children safely inside the school building with a range of fun activities available for them to choose from. We are expecting a further update from the police at ………………… (time) and will update you as soon as this is received.

3. Following the earlier incident, we regret that the school will be closed tomorrow / for the next 2 days / until the end of the week / etc. We will provide a further update at …………………………