Bradford Diocesan Academies Trust

Critical Incident and Business Continuity Plan

[Insert School Name]

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Bradford Diocesan Academies Trust

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1. Overview

1.1 Purpose

The BDAT Critical Incident and Business Continuity Plan (CIBCP) has been written for those who will be involved in the immediate response to an emergency and re-establishing the operational delivery of services following a major incident. It should be read in conjunction with:

- The individual Academy's fire evacuation plan (the operation of which does not necessarily activate the BCP).

This template should be adapted by each academy/central trust, to ensure it is fit for purpose and includes the most relevant information to support the Incident Management Team in the event of a critical incident.

1.2 Definition

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

A disaster is the escalation of an emergency to the point where normal conditions are not expected to be recovered for at least 24 hours.

1.3 Aims and Objectives

The aim of this plan is to provide guidance and support to enable each academy to tackle the impact of severe disruption due to a variety of one-off, but credible, causes. The CIBC Plan is designed to achieve the following strategic objectives:

- To safeguard the welfare of students, staff and visitors.
- To resume provision of educational services at the earliest opportunity and, where possible, secure a continuation of learning.
- To return the school to normality.
- This will take place through a flexible response so that BDAT can:
    - Respond to a disruptive incident (incident management);
    - Maintain delivery of critical activities during an incident (business continuity);
    - Return to 'business as usual' (resumption and recovery).

1.4 Types of Emergency

The word 'emergency' may often be used interchangeably with that of "incident" or "disaster". It is important to consider the type of emergencies or incidents that may arise. Examples include:

In School

- Deliberate acts of violence, such as the use of a knife or firearm;
- Fires or a laboratory explosion;
- Students or teachers being taken hostage;
- Public health threats.

Outside School

- The death of a student or member of staff through natural causes or accidents;
- A transport-related accident involving students and/or members of staff;
- A more widespread emergency in the community, for example, the release of hazardous substances, severe weather, etc.;
- Death or injuries on school trips or excursions;
- Civil disturbances and terrorism.

1.5 Emergency Box/ Grab Bag

The emergency box should contain:

- A copy of this policy
- Copies of incident logs for Incident Management Team to use
- 2 x luminous jackets
- Emergency keys
- Site maps/ service maps
- Premises information
- First aid box
- Hand torch
- Head torch
- Whistle and hazard tape

Schools should ensure there are two emergency boxes held onsite in separate locations and a copy of this policy, site maps and premises information stored at a suitable location offsite (a nearby BDAT Academy or central office).

The named Incident Manager, Deputy Incident Manager, CEO, CFO, BDAT Head of Estates and Site Manager should ensure they have an up-to-date physical copy of this plan at home. The Incident Management Team must be aware of where the emergency box is kept.

1.6 Confidentiality

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

1.7 Review and Publication

This plan is subject to review annually, or when specific information changes. BDAT schools have a responsibility to ensure the plan remains relevant and up to date.

All schools must publish their CIBCP on the school website, (excluding the appendices).

1.8 Use of Appendices

The appendices 1-16 are useful tools and templates schools may want to consider using if they need to enact their CIBCP. Appendices 1, 2 and 3 must be completed by each site.

2. Roles and Responsibilities and Incident Management Team (IMT)

2.1 Strategic Roles and Responsibilities

Roles	Responsibility	Accountability
BDAT Board of Trustees	• To adopt a Trust wide Critical Incident and Business Continuity Plan.	
BDAT Central Team	• Critical Incident and Business Continuity Plan development. • Monitor and evaluate overall performance of central BDAT CIBCP. • Support BDAT Academies in activating ICBCP and providing strategic direction. • Development of testing of CIBCP	Board of Trustees. Liaison with the Academy Incident Management Team in response to a crisis.
Academy Local Governing Body	• Monitoring and evaluating overall performance in developing academy resilience. • Working in partnership with academy Headteacher to provide strategic direction in planning for and responding to disruptive incidents. • Undertaking actions as required to support the academy's response to a disruptive incident and subsequent recovery.	Liaison with the Headteacher, School Incident Management Team or Central Team in response to a crisis.
Academy Headteacher Incident Manager	• Senior responsible owner of Business Continuity Management in the academy. • Ensuring the academy has capacity within its structure to respond to incidents. • Determining the academy's overall response and recovery strategy. • Embedding a culture of resilience within the academy, involving stakeholders as required. • Engage with CIBCP testing	The Headteacher has overall responsibility for day-to-day management of the academy, including lead decision-maker in times of crisis.
Academy Business Manager Business Continuity Co-ordinator	• Developing continuity arrangements and strategies e.g., alternative relocation site, use of temporary staff etc. • Involving the academy 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. • Engage with CIBCP testing	Business Continuity Coordinator reports directly into the academy Headteacher and is a member of the School Incident Management Team.

	• Training staff within the academy on business continuity.	

2.2 Incident Management Team (IMT)

The Incident Management Team are named individuals, who should be trained on this policy and have the following responsibilities when responding to an incident:

- Leading the academy's initial and ongoing response to an incident.
- Declaring that an 'incident' is taking place.
- Activating the Critical Incident and Business Continuity Plan.
- Notifying the Central team (CEO & CFO) of the incident, plan activation and ongoing response actions.
- Notifying relevant stakeholders of the incident, plan activation and ongoing response actions.
- Providing direction and leadership for the whole academy 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 students.
- Staff welfare and employment issues.
- Coordination of all communication.

Contact details of the IMT and functional responsibilities are held in Appendix 1.

2.3 Additional Response and Recovery Roles

In general terms, the additional responsibilities below fall naturally to support staff middle management and the administration team.

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

Role	Additional Functional Responsibilities
Data Recovery: AIT (Advanced IT Services)	• Organise the retrieval and restore of data from backup systems. • Ensuring the resilience of the academy's IT infrastructure. • Liaison with all IT external support agencies / providers. • Work with the Business Continuity Co-ordinator to develop proportionate risk responses. • Cyber response
Teachers and Education Support Staff	• Maintains supervision. • Ensures the safety and security of students.

	• Provides information and offer reassurance. • Monitors students' physical and psychological welfare. • Keep a written log of all key actions.
Site Staff	• Undertaking duties as necessary to ensure site security and safety in an incident. • Liaison with the Head of Estates and Environment to advise on any issues relating to the school physical infrastructure. • Point of contact for any contractors who may be involved in incident response in liaison with the Head of Estates and Environment.

2.4 Incident Management Team Meeting Room

In the event of an incident where the IMT cannot meet in school, the Incident Management Team will meet in a nominated venue. The first choice of venue is as follows:

	First Choice
Nominated meeting room	
Capacity	
Equipment Held in Room	

If the first choice is unavailable, the incident management will meet in the second-choice venue below:

	Second Choice
Nominated meeting room	
Capacity	
Equipment Held in Room	

The Head Teacher has the authority to compel all members of the Incident Management Team to meet as soon as is reasonable (regardless of the time of year), to discuss an incident (or the threat of an incident) which could force the Business Continuity Plan to be invoked.

3. Severe Weather Conditions

The academy should ensure there are procedures in place when facing difficulties due to adverse weather (e.g., snow, storms, flooding, heatwave). The priority where practically possible and safe to do so will be to remain open and maintain the provision of education and services to pupils.

The academy should remain open in adverse weather unless:

- The health and safety of pupils and staff would be compromised
- There are insufficient staff in attendance to manage the academy safely
- There is significant damage to premises, or failure of essential utilities (gas / water / electric)

The Academy's Incident Management Team (IMT), as stated in **Appendix 1**, should be deployed to support the Headteacher with communications, site issues, student and staff welfare etc.

Adverse weather can strike at any time. It is important that each academy is as prepared as possible and ready to respond, this will help to reduce the impact on the safety, wellbeing and comfort of pupils, staff and the academy community.

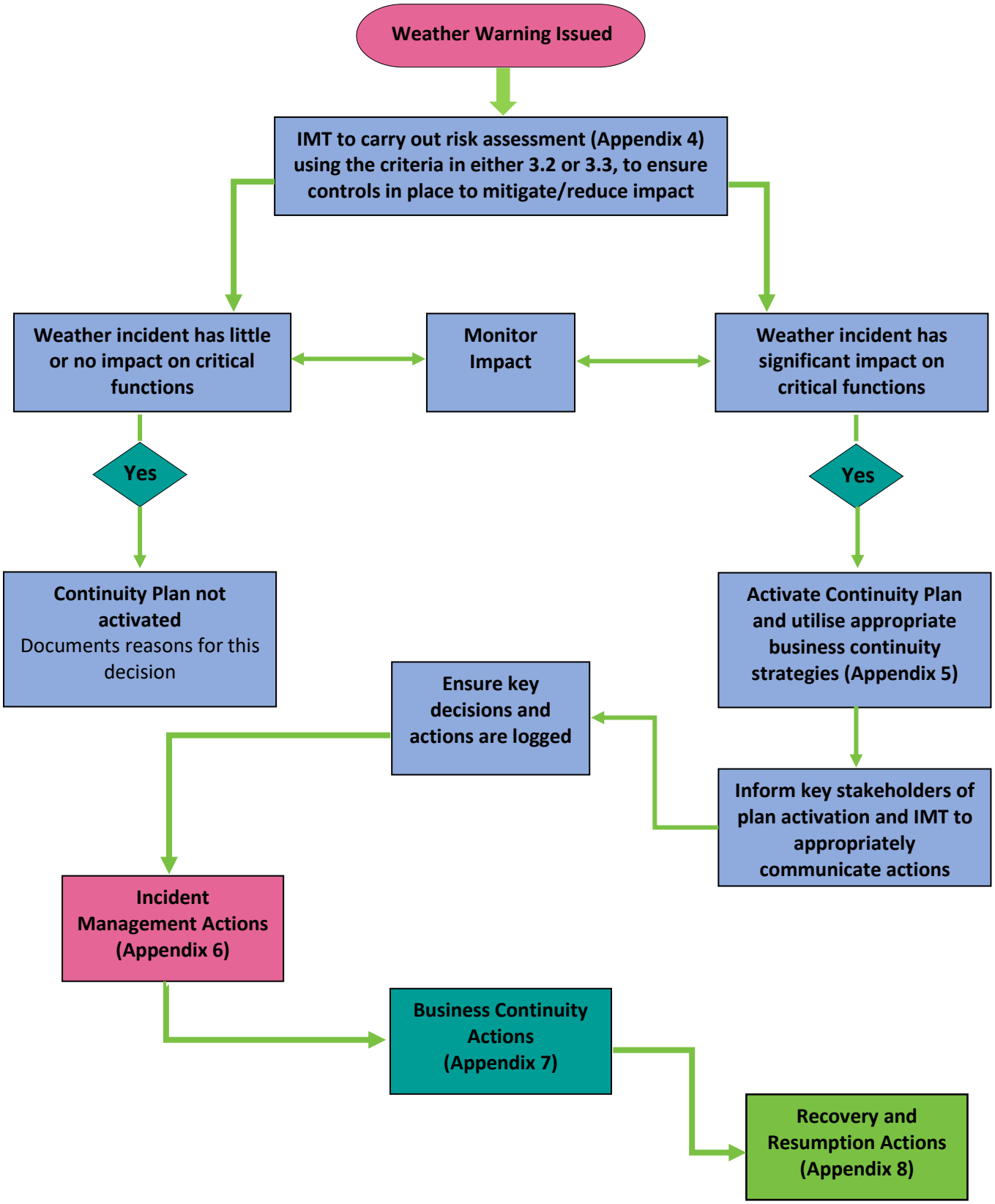
3.1 Managing Severe Weather Conditions

The Met office advises if weather warnings are issued for rain, thunderstorms, snow, wind, lightning, ice, extreme heat or fog. These can be found on the Met Office website: www.metoffice.gov.uk

There are three tiers of weather warning:

Yellow Warning	Expect low level impact, including some disruption to travel in a few places.
Amber Warning	Increased likelihood of impacts from severe weather, which could mean a possibility of travel delays, road and rail closures, power cuts and the potential risk to life and property.
Red Warning	Dangerous weather is expected, and action should be taken to keep yourself and others safe from the impact of the severe weather. It is very likely that there will be a risk to life, with substantial disruption to travel, energy supplies and possibly widespread damage to property and infrastructure.

If a weather warning is issued, the Incident Manager should follow the flowchart below:



3.2 Flood, Wind, Snow and Ice

To risk assess issues arising from flood, wind, snow and ice, all of the following should be considered and documented. Risks should be assessed using the proforma in **Appendix 4**.

Heating

- Check if heating systems are working correctly, with attention to time switches and frost protection devices.
- Check the heating has been serviced and the academy service engineer can be contacted if required. (The service provider should have a 24hr call out facility and the telephone number must be documented in the plant room).

Catering

- Ensure contingency arrangements for onsite catering is in place in case deliveries or services are disrupted. This may be sandwiches or cold food temporarily.

Utilities – Gas, Water, Electricity

- Liaise with providers during adverse weather to discuss the likelihood of supply disruptions:
    - Gas/ Electricity
    - Water
    - Internet

Site Management and Access

- Ensure you have an appropriate snow/ice/gritting plan in place. If separate plan, then enclose with this policy.
- Ensure adequate supplies of grit salt are available and that the main pedestrian routes within the academy site are clear at the start and finish of the academy day.
- Ensure fire escape doors and pathways are regularly cleared and gritted during prolonged snow.
- Ensure that any tiled areas near entrance doors are kept as dry as possible.
- Repair leaking guttering or overflows to prevent ice forming on pathways etc.
- In periods of prolonged snow check snow accumulation on flat roof and canopies and remove where practical to do so.
- In windy conditions – regular visual checks of the exterior building for any loose material such as roof coverings, gutters, masonry etc and check trees for any fallen or damaged branches, particularly close to paths, play areas or any part of the buildings. All automatic doors should be disabled and operated manually, to avoid damage to mechanism and maintaining safety of users.
- Heavy rainfall – check access to site and high-risk areas for water levels.

Staffing

- Undertake an audit of which staff live close to the academy or are less likely to have travel difficulties.
- Review if these staff are appropriately experienced/ trained to supervise children.
- Determine who will be duty holder if the Headteacher or other leadership team members are unable to attend academy and what decision-making parameters they will have.
- Calculate the approximate pupil teacher ratios.

3.3 Heatwaves

To risk assess issues arising from severe heat warnings, the following should be considered:

General

- Thermometers should be on display within classrooms to record the temperature.
- The IMT should consider the needs of pupils and staff that may be at greater risk. E.g. young pupils, pupils with additional health needs, expectant staff.
- The IMT should ensure the hot weather conditions are incorporated into risk assessment plans for educational visits/ work experience placements if appropriate.
- The IMT should communicate with parents/carers good behaviours in hot weather conditions. E.g., bringing a hat, sun cream, water bottle.
- Ensure all staff are made aware of the signs of heat stress and exhaustion:
    - Fatigue
    - Dizziness
    - Headache
    - Nausea
    - Hot, red and dry skin
- Make staff aware of the steps that should be taken to reduce heat exhaustion/ heat stroke and highlight the on duty first aiders that day:
    - Move the individual to a cool room
    - Place near a fan or air conditioning unit
    - Place cold packs around the neck and armpits
    - Provide cool water to drink

Outdoor areas

- The IMT should consider postponing physical activities such as sports days, PE lessons and other strenuous activities where temperature is expected to be above 30°C.
- The IMT should communicate with all staff to ensure children are playing in the shade if outdoors.
- The uniform policy should be reviewed and the IMT may consider adapting to ensure the pupils are cooler.
- School staff should ensure regular breaks where children are encouraged to drink more water.

Indoor areas

- The indoor temperature should be below 28 degrees Celsius.
- Confirm that windows and other ventilation openings in good working order so that adequate ventilation can be provided e.g., opened early before pupils arrive on site.
- Consider reducing or curtailing activities that may generate heat. E.g., use of ovens, science, ICT suites.
- Discuss the school lunch menu with the catering provider to ensure the environment has been assessed to reduce the risk of catering staff suffering from heat exhaustion. Considering providing cold options only on a temporary basis.
- Consider the hire or purchase of a mobile A/C unit(s). Also consider closing blinds and window coverings.
- Switch off all electrical equipment when not in use, such as printers, computers etc.

- Consider changing classrooms if cooler rooms are available or altering the layout to avoid direct sunlight onto children.
- Where available, distribute oscillating mechanical fans or air conditioning units around the school, ensuring the classrooms that are subject to direct sunlight receive these first.

4. Hostage Taking/ Lockdown

All academies should consider the need for robust and tested school lockdown procedures.

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and students in the school. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all students and staff. Lockdown procedures may be activated in response to any number of situations but some of the more typical might be:

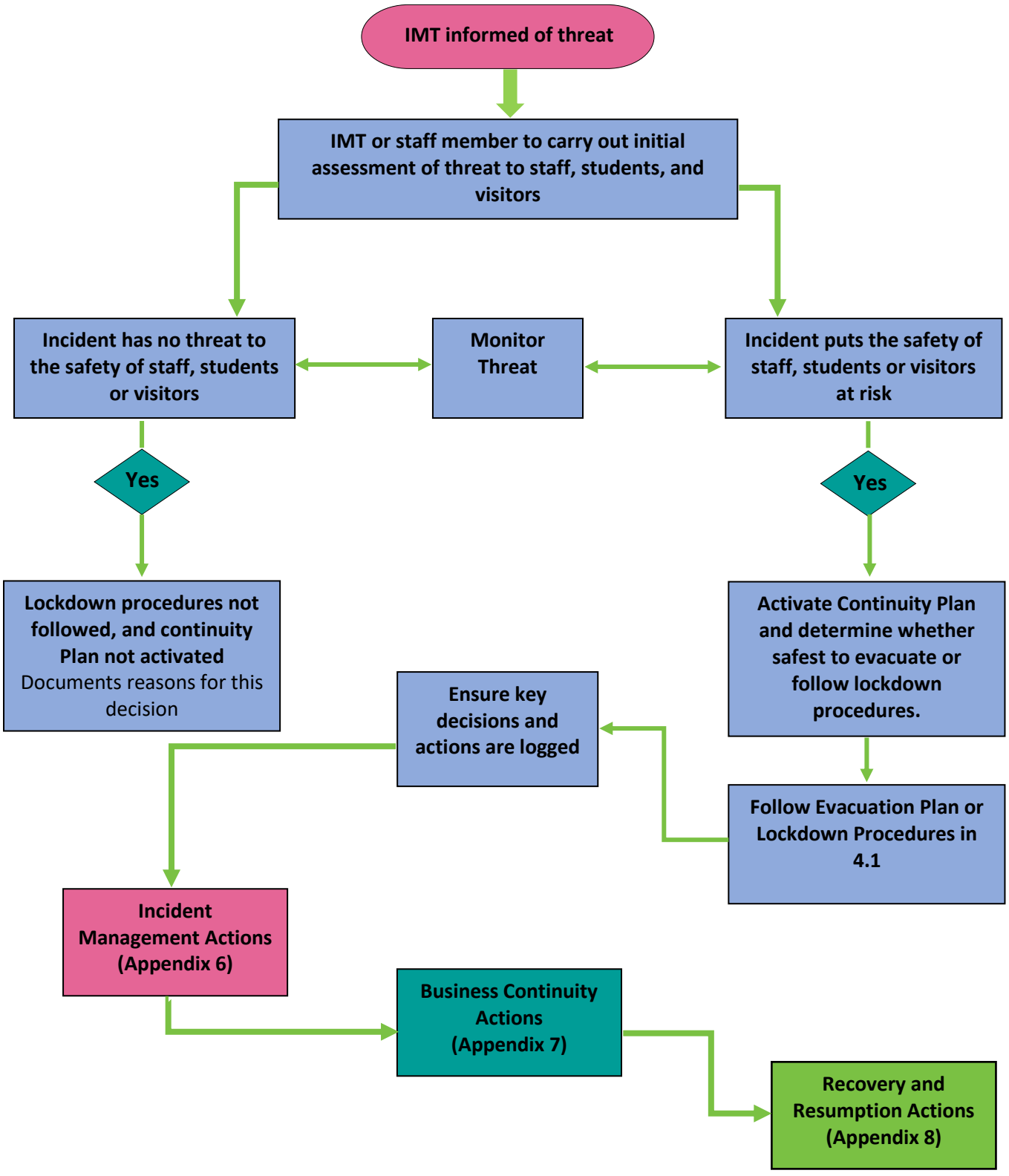
- A reported incident/civil disturbance in the local community with the potential to pose a risk to students and staff
- An intruder on the school site with the potential to pose a risk to students and staff
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud etc)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

4.1 Lockdown Procedures

The lockdown procedures for the school are as follows:

[Insert school specific lockdown procedures]

If an incident is identified this should be reported to the Incident Manager/ Headteacher immediately. If it is not safe to do so, then the person identifying the threat should activate the lockdown procedures.



5. Closure of the School

Within the limitations set out by statutory guidance and health and safety legislation and wherever possible, BDAT schools will remain open during the school day to deliver education to its pupils. However, the Headteacher is authorised to make an emergency closure when exceptional circumstances make it absolutely necessary and in the best interests of the pupils. The Headteacher must notify the Chair of the LGB and either the CEO or a member of the Executive team as soon as the decision to close is taken.

5.1 Risks to Assess Before Closure of School

The following will be considered in coming to any decision to close the school for exceptional reasons, using the risk assessment in **Appendix 4**. These include:

Health and Safety

- Can pupils and staff access the school building safely?
- Can pupils and staff be evacuated in an emergency?
- In an emergency, could the Emergency Services access the school?
- Is the area designated for disembarkation from transport safe for pupils?
- Is the environment safe for staff and students in school all day?
- Are there issues with utilities?
- Are all electrical and heating systems working correctly?

Pupil/Teacher Ratios (PTR)

- If a limited number of staff and pupils can attend, is the PTR acceptable?
- Are there individuals with the correct skills and experience onsite?
    - Leadership
    - First aid/ Health needs
    - Alternative provision if required
    - Caterers to provide school lunches

Weather and Road Conditions

- Have local weather forecasts and road conditions, including those for areas from which staff will be travelling, been considered? (See section 3 on adverse weather conditions if required).

5.2 In the Event of School being Closed

If a school is closed it is the responsibility of the Headteacher to ensure the following events happen:

- Governors and BDAT central office are informed.
- Parents/guardians/carers are contacted using the school communication app/ text messaging/ phone calls.
- The school website is updated.
- The information is passed to relevant media agencies as soon as possible, if appropriate.

- A notice will be posted at the school gates to help prevent pupils from being left by parents/carers at the start of the school day if possible.
- School is appropriately staffed by teachers/classroom assistants to deal with any pupils who arrive at school unescorted until parents or emergency contacts can collect the pupils.
- The Department for Education will be informed as soon as possible of the closure.
- Inform the Local Authority, BSO and any other relevant parties.
- When the school reopens after a period of complete closure, work with the Head of Estates to carry out building checks. (Flushing water outlets to ensure removal of potential pathogens, checking power supply, fire alarm operation, drainage, etc.)

The Headteacher can delegate the tasks above but has overall responsibility for ensuring they are carried out.

5.3 Safeguarding of Students

If a school is forced to close, staff must ensure there are procedures in place to ensure the safety of our pupils and continue to follow Keeping Children Safe in Education. In the event of a closure, or partial closure to the school, the Headteacher and Designated Safeguarding Lead must ensure the following:

- There is frequent and ongoing contact with **all pupils**, if school closure is for a week or more, including provision of remote learning.
- Regular contact is made with vulnerable pupils and families, ensuring a contact log is maintained.
- Food support is offered through school for pupils who qualify for free school meals.
- Contact is maintained with necessary professionals.
- Planned review meetings are maintained and attended virtually to reduce cancellations.
- Continue to use the schools CPOMS systems to monitor and report.
- Teachers will not remove personal information of pupils from the school's premises.
- Where necessary, home visits will be undertaken, and children must be seen.
- Continue to look for signs a child may be at risk during virtual/ online learning and report to the DSL any concerns.
- Consider partial opening of the school, with reduced staffing, access to building, if necessary, to allow most at risk pupils to attend onsite.

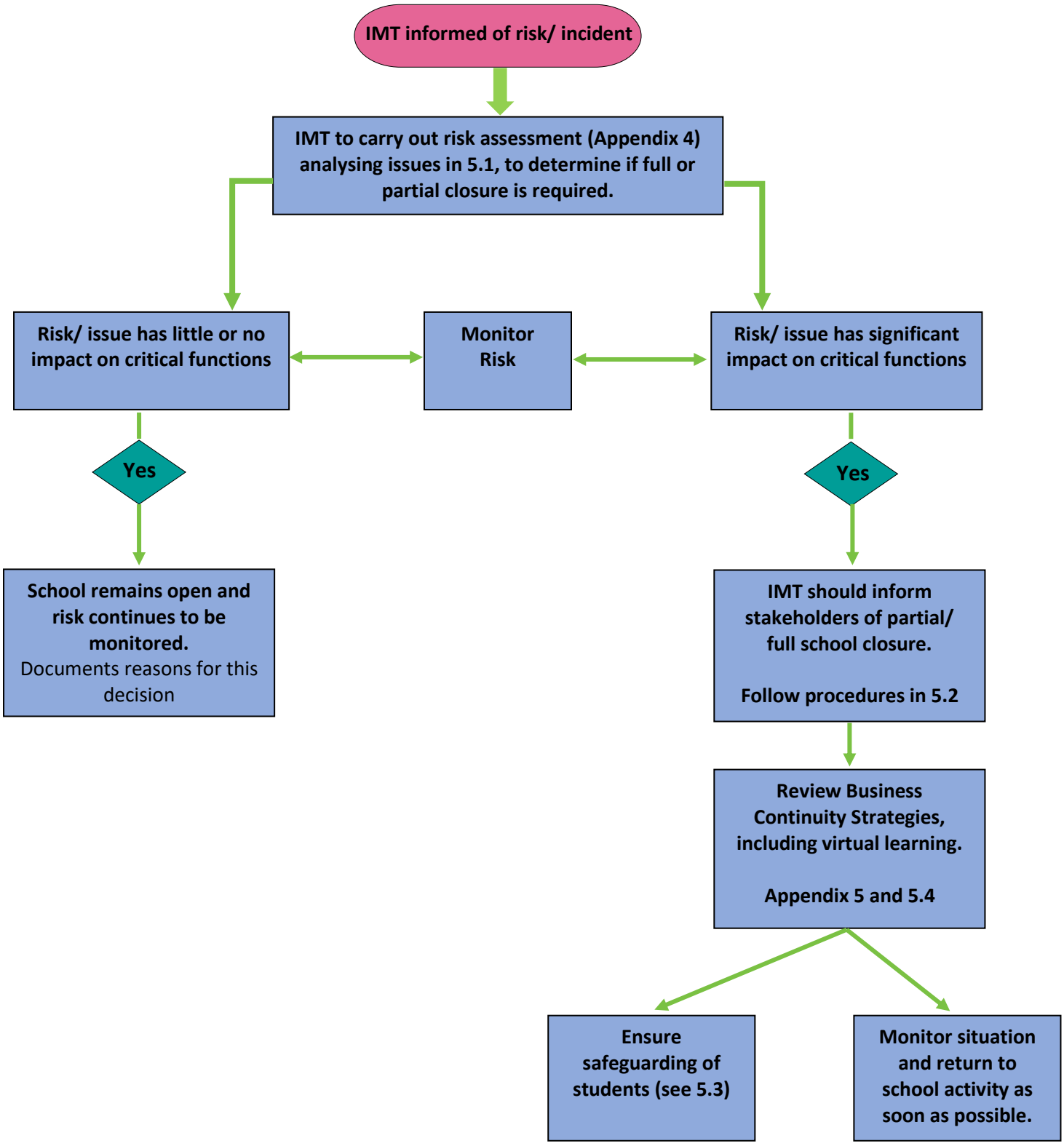
5.4 Business Continuity and Virtual Learning

In the event of a school closure, the academy's main aim is to ensure all students continue to receive a high-quality education.

The academy should consider Business Continuity Strategies in **Appendix 5**, before full or partial closure of the school.

The IMT should ensure that virtual learning can be accessed at the earliest opportunity. Laptops (if available) and other learning resources should be provided to those students who do not have online access at home.

5.5 Closure of School Procedure



6. Health Threat / Pandemic

The timing of any health pandemic onset is highly unpredictable. In the event of a pandemic, schools will have a key role to play in reducing the risk to stakeholder's health and safety as far as possible as well as maintaining essential operations as directed by the UK Government.

Given the highly uncertain nature of a health pandemic, we cannot know in advance how serious it will be and who will be most affected. BDAT will follow guidance and direction from the UK Government, Local Authority and the UK Health Security Agency with regard to the maintenance or adaptation to operations.

6.1 Available Resources

In the event of a health threat/ pandemic, advice and guidance will be published on the following websites:

NHS England: https://www.england.nhs.uk/patient-safety/patient-safety-alerts/
UK Health Security Agency https://www.gov.uk/government/organisations/uk-health-security-agency
World Health Organisation: https://www.who.int/?scrlybrkr=7cf6fd61

BDAT will also revert to using variations of the following: -

- BDAT COVID Riak Assessment
- BDAT COVID Outbreak Management Plan

Updated versions of these documents will be released to all academies on the event of a pandemic.

6.2 Pandemic Risk Assessment

If a health warning is issued by the Government, BDAT and the Academy should carry out a health threat specific risk assessment.

The following risk areas should be considered:

- Health of students, staff, visitors and community (increased transmission)
- Reduced pupil attendance due to illness and impact on education
- Reduced staffing due to illness/ self-isolation
- Interruption to services
- Restrictions on public meetings/gatherings
- Travel restrictions
- Reduced extra-curricular activities and wrap around care
- Reduced income as activities stopped or reduced
- Increased cyber threats
- Increased risk of fraud

Control measures should be implemented to mitigate/ reduce the risks identified. BDAT schools should consider implementing control measures as soon as there is a risk to staff, students and the community, rather than waiting for Government guidance. Some examples of controls that may be considered are:

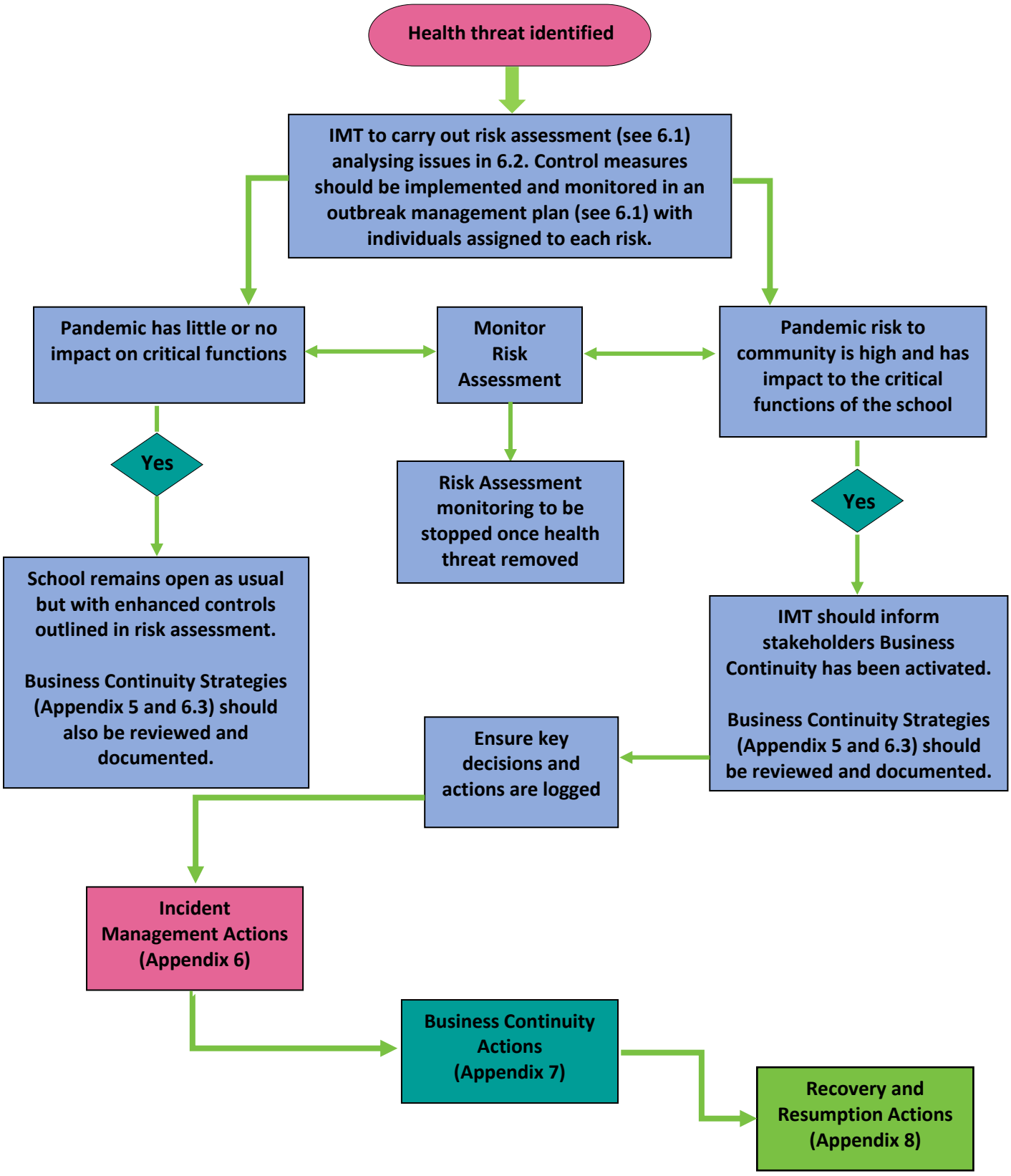
- Reviewing policies and guidelines for staff absences including the sickness policy.
- Assign responsibility to an individual/ team to ensure effective management of the health risk, including coordination of prevention activities, educating communities, reviewing business continuity strategies etc.
- Ensure risk assessment is continually reviewed and actions amended if increased restrictions are necessary. For example, school closure.
- Allocate a room which can be accessed and used for anyone showing symptoms of the disease. This should be ventilated and easily cleaned afterwards.
- Consider introducing checklists for visitors/ subcontractors to complete when onsite.
- Cross train workers, to make sure essential functions can continue. E.g. payroll, safeguarding, first aid etc.
- Provide handwashing facilities and/or alcohol-based hand sanitisers.
- Introduce set times for students/ staff to wash hands during the school day.
- Have set times to clean touch points, surfaces, shared desks and telephones etc.
- Review guidelines for parent/carers leave policy.
- Check accuracy of staff and student contact information.
- If needed, develop additional communication methods to reach all staff and students.
- Develop remote learning plans and how to reach all students (consider providing laptops for example).
- Considering home working for staff, especially the non-pupil facing roles.
- Consider increasing the distance between people's workspaces or introducing a protective barrier in high-risk areas
- Consider providing transportation for staff using public transport
- Encourage well-being practices for students and staff, exploring additional services to be offered if necessary
- Consider postponing face-to-face meetings or switching to virtual instead
- Create smaller working groups or ensure same group of people working together
- Increase ventilation in classrooms/ spaces with lots of people
- Increase communications to staff/ students/ parent and carers
- Publish actions taken on the school website
- Encourage social distancing
- Reduced visitors
- Financial modelling with reduced income and plans to reduce expenditure accordingly
- Discuss cyber protection with ICT provider and provide additional training to staff if needed
- Consider wearing masks/ face guards if disease spread through coughing/sneezing
- Ensure employees who are ill during a pandemic are positively encouraged to not come to work.

6.3 Pandemic and Business Continuity

As soon as the health threat is identified, the academy should review business continuity strategies **(Appendix 5)** and model alternatives to the normal school day to allow the education of pupils to continue wherever necessary. Additional pandemic strategies include, but are not limited to:

- Support the efforts to reduce the impact of the pandemic by following control measures in 6.2
- Put in place measures to maintain the core function (educating pupils) for several weeks at high levels of staff absenteeism, including remote learning, supply staff, alternative working as discussed in **Appendix 5**.
- Identify at risk groups of pupils who need to be in school most. This may be vulnerable students, those with additional needs, students preparing for exams or transition etc.
- Identify critical processes, functions and operations. Are BDAT relying on external providers to deliver any of these critical processes.
- Identify services which could be reduced and consider reallocating staff to support with education of pupils.
- Ensure an asset register is up to date for digital equipment, in case it is needed for online learning.
- Discuss ongoing situation with key suppliers and if services will be affected.
- Outline solutions for if catering services cannot be maintained.

6.4 Responding to Health Threat/ Pandemic



7. Emergencies on Educational Visits

A risk assessment should be completed for each educational visit. Planning for emergencies is an essential part of planning a trip and a first aid box and copy of the CIBCP should be taken on all educational visits.

If an incident/ accident occurs the priorities are to:

- Assess the situation
- Safeguard the rest of the party
- Attend to casualties
- Inform the emergency services

7.1 Emergency Procedures on Educational Visits

The following notes are for guidance and the procedures listed will not apply to all emergencies.

Initial response

1. Assess the nature and extent of the emergency.
2. Make sure all other group members are safe from danger and are looked after.
3. Render first aid and attend to any casualties.
4. Call the emergency services as required. As a minimum you will need to know:
    a. Precise location
    b. Description of the accident
    c. Time of the accident
    d. Number of casualties
    e. Nature of injuries
    f. Total number in the party
    g. Contact telephone number
5. Supervise and support the remainder of the group and arrange for their return to base. Ensure a register is taken to record all members of the group.
6. Contact Headteacher or designated senior member of staff with the initial assessment of the situation. Contact details can be found in **Appendix 2**.
7. Immediately inform parents/guardian/carers of any injured pupils
8. Inform parents/guardian/carers of any other pupils on the visit but not directly involved in the incident. Decide which parents/guardian/carers should be informed and by whom and contact them as appropriate. Parents/guardian/carers should first hear of the incident from the Academy (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/guardian/carers /next of kin are informed.
9. Maintain a written record of all actions using the proforma that can be found in **Appendix 13**.
10. Consider arranging:
    a. Assistance at school or at the site of the incident by key personnel or members of the IMT
    b. Communications support

c. Help with arranging travel and transport between the incident, parents/guardians/carers and the Academy (however safeguarding of pupils should be a priority)

11. Inform pupils and staff who have not been affected by the educational visit. Information must be limited until the facts are clear and all parents/guardians/carers/next of kin of those affected have been informed. In the event of a tragic incident, consider seeking support from an educational psychology service and how best to support pupils afterwards. Staff and pupils should be told to avoid talking to the media or circulating on social media platforms.
12. If a pupil is unable to return home, ensure arrangements are made for a member of staff to stay and contact Head of safeguarding to analyse risks
13. BDAT central team to manage media.

Following the incident

1. Contact the insurance company (RPA).
2. Consider informing HSE if Health & Safety concern. In the event of serious injuries or a fatality HSE should be informed within 24 hours.
3. Consider contacting the foreign office (020 7008 5000)
4. If there was a fatality, follow the procedures outlined in **section 8**.
5. Arrange debriefing meetings for staff and pupils.
6. Identify and support high-risk pupils and staff.
7. Promote discussion of the emergency in class.
8. Consider the need for individual or group support.
9. Help affected pupils and staff return to school.
10. Seek advice on legal issues from BDAT.
11. Evaluate response to the emergency and review plans following feedback.

8. Fatal or Serious Injury

The Fatal/Serious Injury Incident procedures have been produced to enable school leaders to take action following a fatal or serious injury to staff, pupils or visitors whilst they are in school or on an educational visit. These procedures can also be followed for the death or serious injury of a staff member or pupil that occurs outside of school hours, but still has an impact to the school community.

A fatal injury is one resulting in death while a serious injury incident is one that results in life threatening injuries, or an incident involving multiple casualties with major injuries.

Major injuries are fractures, amputations, loss of consciousness, eye injuries or injuries requiring admittance to hospital for more than 24 hours.

If a fatal or serious incident were to occur on school grounds, the emergency services should be called immediately, first aiders should assist at the scene and initial medical care provided. Individuals at the scene should complete an incident log **(Appendix 9)** and speak to the emergency services to support with an investigation.

The Headteacher should take on the role of Incident Manager and ensure appropriate communications with relevant stakeholders, keeping updates clear and limited until the facts have been established.

BDAT central team will be responsible for managing media relations and seeking legal advice.

8.1 Procedures Following Fatality/ Serious Injury

The following notes are for guidance and the procedures listed will not apply to all situations but should be considered.

- Inform HSE of incident via RIDDOR reporting route: https://www.hse.gov.uk/riddor/reportable-incidents.htm
- Inform pupils, staff, parents and carers. To work with HR/BDAT/Legal team to ensure appropriate communication.
- Inform Governors of incident and response by the school.
- Communicate funeral plans to staff/ students and arrange for staff to have time off. Consider if school should close on the day of the funeral.
- Provide staff and pupils with time to remember the individual.
- Encourage conversation about the incident in school.
- Consider additional training in school (for example if incident was a road traffic accident).
- Bring in additional support if necessary (education psychologist, counsellor etc.)
- Contact insurance provider.
- Review incident and revise policies/ CIBCP if incident happened on school premises.
- Mark the date in the school calendar to ensure this is spoken about each year in memory for staff/pupils.

9. Cyber Response

The following cyber response plan aims to:

Link to Cyber Response plan

• To ensure immediate and appropriate action is taken in the event of an IT incident.
• To enable prompt internal reporting and recording of incidents.
• To have immediate access to all relevant contact details (including backup services and IT technical support staff).
• To maintain the welfare of pupils and staff.
• To minimise disruption to the functioning of the school.
• To ensure that the school responds in a consistent and effective manner in order to reduce confusion and reactivity.
• To restore functionality as soon as possible to the areas which are affected and maintain normality in areas of the school which are unaffected.

10. Fire or Suspected Fire

Refer to the school's Fire Evacuation Policy.

If the property or school grounds are damaged in the event of a fire, the building's safety should be assessed before welcoming back staff and students. If there is an area or building that cannot be accessed or fire damage, the school should contact the insurance provider and look at loss of building continuity strategies.

11. Loss of a Building

Where buildings or facilities have been damaged or made unavailable, the school needs to ensure there is a strategy to continue the education provision for all students. The school should prepare a recovery and continuity action plan (**Appendix 14**), using strategies that can be found in **Appendix 5**.

To prevent continuity issues and delays in the event of loss of building, the school should make arrangements with a local safe space that could be used for temporary purposes if required. This may be a local school, church or community hall.

For X Academy this location is:

Temporary classroom

In the event of a temporary classroom being required, use the contact details provided.

Hire Details	
Company	Bradford Hire Centre
Contact details	01274 726422
Space on site for temporary building:	
Disabled access required?	
Capacity required?	
How will electricity, gas and water be provided?	
How will the school ensure the safeguarding of pupils in this location?	

Where a temporary location is required, the school should carry out a risk assessment **(Appendix 4)** of the situation, to control and mitigate additional issues arising such as travel to the new location, facilities, H&S, reduced educational resources etc. [Insert any site plans, costings or additional information regarding temporary facilities here:]

12. Industrial Action/ Staff Absence Shortage

To determine the extent to which the academy can function as normal, a risk assessment needs to be undertaken. The processes outlined in "**Section 5 – Closure of the school**" should be followed, considering the impact of reduced staff onsite.

Within the limitations set out by statutory guidance and health and safety legislation and wherever possible, BDAT schools will remain open during the school day to deliver education to its pupils. The following continuity strategies should be considered and documented when determining if necessary to close the school:

- Use of temporary staff e.g., supply teachers, office staff etc.
- Using different ways of working to allow for reduced workforce, this may include:
    - Larger class sizes (subject to adult and child ratios)
    - Use of teaching assistants, LSAs, cover supervisors
    - Pre-prepared educational materials that allow for independent learning
    - Team activities and sports to accommodate larger numbers of students at once.
    - Key groups attend in school. E.g., GSCEs, Y6, vulnerable children
- Suspending 'non-critical' activities and focusing on school priorities.

All decisions, whether to remain open, partially open or closed, should be well documented by the school.

13. Catering

Where there is a loss of normal catering arrangements, the school should arrange for alternative cold meals to be provided or for caterers to bring in food from other locations on a temporary basis.

The catering department or contractor should have their own Continuity Plan in place.

School's catering continuity plan:

14. Breakdown of a Bus/ School Vehicle

In the event of breakdown or accident a mobile telephone will save a great deal of difficulty. A mobile telephone must be taken on all school trips.

<u>Breakdown on Ordinary Carriageways:</u>

- Move the vehicle as far to the left as possible. Switch on the hazard lights.
- If you attempt to find a telephone, do not leave passengers alone in the vehicle. If you are transporting pupils that cannot go with you, i.e., due to their physical or behavioural problems, you must be travelling with an escort.
- If you break down, contact a member of the IMT. Inform them of the situation

- If you are nowhere near a telephone, display a PLEASE CALL POLICE sign in the back window. Wait in the vehicle with the windows and doors locked until help arrives.
- If someone stops to offer help, stay inside the vehicle with the doors locked. Open the window sufficiently to ask them to go to the nearest telephone and notify the police or rescue service for you. Do not get into the car with a stranger or attempt to hitch a lift.
- If a mechanic or the police arrive and are not in uniform or are in an unmarked vehicle, ask to see some form of identification before getting out of the vehicle.
- Deploy warning triangles or cones if it is safe to do so.

Breakdown on the Motorways

The general procedures are the same as the guidelines for ordinary carriageways. However, extra hazards exist on the motorway.

If the vehicle breaks down on the motorway, or a serious fault develops, put your hazard warning lights on and pull over to the hard shoulder or rescue bay as quickly and as far off the carriageway as possible. If possible, angle the front of your vehicle slightly inwards, which helps to indicate you have broken down. Once on the hard shoulder, try to coast to a telephone box. These are one mile apart along all stretches of motorway. Never reverse on the hard shoulder or attempt to cross the central reservation. This is illegal and highly dangerous.

Make it clear to the person you are calling whether you are alone or with passengers when making a call for help. If alone stand behind the telephone facing oncoming traffic.

In the event of a motor incident

If you are involved in an accident and you are not injured, see whether anybody is badly injured. If medical attention is required, ensure help is summoned immediately. Do not remove injured people from the car unless they are in danger. Loosen tight clothing, especially around the neck and make sure they are warm. Do not give them anything to eat or drink.

Try to reduce the risk of further collisions, if possible, by moving the vehicle/s off the road or warning oncoming traffic of a hazard. Do not put yourself at risk by standing on the carriageway.

All accidents, however minor, must be reported to the appropriate member of the IMT immediately. The procedures in 7.1 should be followed.

Notification of delays

If as a result of any unforeseen circumstances, such as accident or breakdown, there will be a significant delay before passengers reach their destination, then arrangements must be made to inform those awaiting their arrival. These may be spouses, parents, carers or friends. The driver or escort should contact the Senior Leadership Team with as much information as possible including the new projected arrival time.

15. Loss of Key Suppliers

Schools should consider their reliance on key suppliers and if the loss of a supplier would result in the critical functions of the school being stopped or interrupted.

If the school is reliant on the provider in order to continue providing education to its pupils, they must either:

1. Ensure the supplier has an up-to-date business continuity plan in place, or
2. Have a named alternative supplier documented in **Appendix 5**.

16. Bomb Threats

A phone call making a bomb threat is likely to be received by reception. The person taking the call must:

- Complete the Bomb Threat Prompt Card **(Appendix 16)**
- Inform the Team Leader of the Incident Management Team
- Contact the Police

The school must ensure receptionists have a copy of the Bomb Threat Prompt Card on reception and are aware of the process outlined in this plan.

17. Suspicious Package

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

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

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

1. Remain calm.
2. Put the letter / package down gently and walk away from it
    a. Do not touch the package further
    b. Do not move it to another location
    c. Do not put the package into anything (including water)
    d. Do not put anything on top of it.
3. Note its exact location
4. 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.

5. Notify the Police (999) and the Headteacher / IMT immediately.
6. Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.

Appendix 1 – Incident Management Team (IMT) and Responsibilities

Staff members should be made aware of their role in the Incident Management Team, and this should be checked for accuracy at least annually, or as changes occur in the staff leadership team.

Individuals may have more than one role within the IMT, for example a School Business Manager may be delegated the Communications Officer and the Admin Manager roles.

Name	Role in School	Role in Incident Management Team (IMT)	Contact Details
Example – John Smith	***Headteacher***	***Incident Manager***	***07770 000000***

Incident Management Team (IMT) Functional Responsibilities

Incident Manager

- Consider the need to alert academy community, other colleagues and external agencies.
- Establish an Incident Management Team (IMT) and allocate roles.
- Collate all relevant information relating to the emergency.
- Co-ordinate the emergency response strategy, liaising with relevant agencies, e.g., the emergency services, ESFA, Bradford LA, Local Governors as appropriate.
- Monitor the emergency response.
- Provide regular staff / team briefings.
- Authorise any additional expenditure/resources.
- Liaise with communications officer to inform media.
- Decide if staff/students should be sent home/premises closed.
- Ensure the written log of all key actions is maintained.

Deputy Incident Manager

- Assists Incident Manager.
- Ensure written logs are established and maintained.
- Co-ordinates and manages staff as designated within the IMT.
- Ensures communication between SIMT and staff.
- Monitors staff welfare and organises staff rotas.
- Drives “business as usual” – provision of normal schooling where possible.
- Monitor logs for key issues.
- Keep a written log of all key actions.

Communications Officer

This is likely to be a member of the BDAT central team

- Acts as point of contact for media enquiries.
- Prepares media statements/interviews with Incident Manager.
- Keeps a written log of all key communication actions.
- Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all):
    - BDAT central team
    - Local governors
    - Parents/carers
    - Key council services/academy bodies
    - School transport providers
    - External agencies e.g. emergency services, and the HSE etc.
- Liaise with ESFA/DfE if necessary.

Trust Liaison Contact – BDAT central team

- Ensure co-ordination of the plan between the school, LGB, central team and Trustees.
- Keep relevant stakeholders informed.
- Assist the communications officer with enquiries.

Welfare Manager – Students

- Ensure all students are safe and accounted for.
- Marshall students as appropriate.
- Manage transfer of students to alternative location as required including shelter.
- Deal with immediate welfare needs including distress, injury etc.
- Co-ordinate sending home of staff, students and visitors as required in liaison with parent's liaison officer.
- Keep a written log of all key student welfare actions.

Welfare Manager – Staff

- Ensures all staff and visitors are safe and accounted for.
- Marshalls staff and visitors as appropriate.
- Manages transfer of staff and visitors to alternative location as required including shelter.
- Deals with immediate welfare needs including distress, injury etc.
- Co-ordinates sending home of staff, students and visitors as required in liaison with parent liaison manager.
- Keeps a written log of all key staff welfare actions.

Parents Liaison Officer

- Agrees communications with Communication Officer/Incident Manager.

- Obtains and secures contact information for staff/students.
- Advises parents and provides information.
- Provides point of contact.
- Arranges on site co-ordination of visiting parents/carers.
- Maintains regular contact with parents where appropriate.
- Keeps a written log of all key actions relating to parent liaison.

Admin Manager

- Handles telephone calls.
- Helps to collate information.
- Provides blank log sheets as required to team.
- Relays incoming and outgoing messages by telephone, fax, email etc. in a prompt manner.
- Provides admin support to the incident manager and deputy headteacher.
- Logs all incoming and outgoing calls.
- Maintains log of visitors.
- Liaises with Deputy Incident Manager regarding key issues.
- Keeps a written log of all key administration actions.

Premises Manager

- Always ensures site security.
- Provides information about site facilities/layout as necessary.
- Assists with access to and exiting from the school.
- Stop electrical / gas supplies if required and safe to do so.
- Secure key documents / equipment if safe to do so.
- Provide and place appropriate signage for the incident.
- Identify alternative accommodation if required.
- Ensure all staff and visitors are wearing correct identification during incident.
- Arrange area for visitors/media upon request only.
- Keep a written log of all key premises actions.

Trip-Nominated Contacts

- Provide details of the trip, including students' contact details/ next of kin.
- Co-ordinate communications and actions between the rest of the IMT.

Appendix 2 – Key Contacts List

ROLE	NAME	TELEPHONE NUMBER
BDAT Central Team Details		
Chair of Trustees	Tessa Mason	
Chief Executive Officer	Carol Dewhurst	
Director of Primary Education	Craig Lee	
Director of Secondary Education	Jason Kenneally	
Chief Finance Officer	Ashley Reed	
Deputy Chief Finance Officer	Matthew Hill	
Director of Corporate Affairs	Claire Berry	
Head of Estates and Environment	Matthew Hill/Andrew Cheeseman	
Head of Safeguarding	James Clarke	
Head of Corporate Projects	Mark Dowson	
PA to CEO and Trust Office Manager	Emma Williamson	
Academy Details		
Chair of Governors		
Headteacher		
Deputy Headteacher		
School Business Manager		
Site Manager/ Caretaker		
Key Stakeholder Contacts		
Electricity		
Gas		
Water		
Insurance	RPA	0330 058 5566
Telecommunications/ Internet	managed through AIT	0115 9170 197
ICT	AIT	0115 9170 197
DfE		0370 000 2288
Local Authority	Bradford	01274 432111
Bradford Mental Health Crisis team	First response	01274 221181

Police/ Fire & Rescue / Ambulance		999
Foreign Office		0207 008 1500
Local Radio Station		
Diocese		0113 200 0540
HSE (Health and Safety Executive)	Fatal/ serious incidents only	0300 003 1647
Burglar Alarm		

Bradford Schools Online

The Emergency Out of Hours contact on Bradford Schools Online should be checked termly to ensure it remains accurate and up to date. The school should also consider displaying emergency out of hours contact information at the front door to the school.

Appendix 3 – Premises Information

An up to date and accurate site plan has been enclosed with this document. ☐

Location of cut-off valves and switches for gas, water and electricity:

Gas

Location	Insert photo of valve/switch
Insert description of location	

Electricity

Location	Insert photo of valve/switch
Insert description of location	

Water

Location	Insert photo of valve/switch
Insert description of location	

Site specific hazards

Hazard	Location
Asbestos	
Chemical storage	
Fuel storage	

Drainage access

Location	Insert photo of location
Insert description of location	

Fire alarm panel

Location	Insert photo of location
Insert description of location	

Burglar alarm

Location	Insert photo of location
Insert description of location	

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Appendix 4 – Risk Assessment Template

Part A

Incident			
Person(s) carrying out the assessment		**DATE**	

Likelihood of Occurrence	**Severity of Outcome**			
	1 Minimal	2 Minor	3 Significant	4 Major
1 Unlikely	**1**	**2**	**3**	**4**
2 Possible	**2**	**4**	**6**	**8**
3 Likely	**3**	**6**	**9**	**12**
4 Highly likely	**4**	**8**	**12**	**16**

Persons / groups at risk			
A	Employees	**E**	General Public / Pupils
B	New Employees	**F**	Visitors
C	Contractors / Sub-Contractors	**G**	Volunteers
D	Young person / Work experience	**H**	Clients / Service users

Likelihood of occurrence X Severity of outcome = Risk Rating

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Part B

What are the risks and What could happen	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
		•			
		•			
		•			
		•			
		•			

Part C

Name and Sign *When the assessment is complete it should be signed to say that is the case and all identified actions have been implemented*			**Date**
Reviewer Name & Date		**Notes**	

Appendix 5 – Business Continuity Strategies

	TO MANAGE: Loss or Shortage of Staff or Skills	Further Information (Key contacts, details, checklists)
1.	Use of temporary staff e.g., supply teachers, office staff etc.	
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities.	
3.	Using different ways of working to allow for reduced workforce, this may include: • Larger class sizes (subject to adult and child ratios) • Use of teaching assistants, LSAs, cover supervisors • Virtual Learning Environment opportunities • Pre-prepared educational materials that allow for independent learning • Team activities and sports to accommodate larger numbers of students at once. • Key groups attend in school. E.g., GSCEs, Y6, vulnerable children	
4.	Suspending 'non-critical' activities and focusing on school priorities.	
5.	Using mutual support agreements with other schools.	
6.	Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	
	TO MANAGE: Denial of Access to Premises or Loss of Utilities	
1.	Using mutual support agreements throughout the local area i.e., other schools, halls, churches.	
2.	Implement virtual learning.	
3.	Localising the incident e.g., isolating the problem and utilising different sites or areas within the school premises.	
4.	Off-site activities.	
5.	If long-term, explore temporary accommodation such as Portacabins.	
	TO MANAGE: Loss of Technology/ Data/ Power	
1.	Back ups of data carried out by OLC. Restored onto another system.	

2.	Reverting to paper-based systems e.g., paper registers, whiteboards etc. Supplies printed at a local BDAT school.	
3.	Flexible lesson plans.	
4.	Emergency generator e.g., Uninterruptible Power Supply	
5.	Emergency lighting.	
	TO MITIGATE: Loss of Key Suppliers, Third Parties or Partners	
1.	Pre-identified alternative suppliers.	See below
2.	Ensuring all external providers have business continuity plans in place as part of the contract terms and building into procurement process.	
3.	Insurance cover.	With RPA scheme.
4.	Consider alternative ways of working e.g., suspending activities, adapting to the situation.	

Pre-identified alternative suppliers:

Service	Current Supplier	Alternative Supplier
Catering		
Utilities		
Cleaning		
Supply agencies		

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Appendix 6 – Incident Management Actions

	ACTION	FURTHER INFORMATION	ACTIONED?
1.	Make a quick initial assessment: • Survey the scene • Assess scale/severity, duration and impact • Disseminate information to others	Gather and share information to facilitate decision-making and enhance the response. **Appendix 12**	☐
2.	Call emergency services if appropriate	Tel: 999	☐
3.	• Evacuate the academy building, if necessary • Consider whether it may be safer for the welfare of students, staff and visitors to stay within academy premises and congregate at a relative place of safety indoors • If there is time and it is safe to do so, consider the recovery of vital assets / equipment to enable delivery of critical academy activities • Notify relevant stakeholders of site evacuation.	• Use normal fire evacuation procedures for the school • Consider arrangements for students, staff and visitors with special needs • If the decision is to stay within the academy, ensure the assembly point is safe and take advice from emergency services as appropriate.	☐
4.	Ensure all students, staff and any academy visitors report to the identified assembly point. Consider the safety of all students, staff and any visitors as a priority.	**Assembly Point: Fire** …… **Assembly Point: Alternative** …… The evacuation procedure is that of the fire evacuation procedure and is to be precisely followed.	☐
5.	Ensure appropriate access to site for emergency service vehicles.		☐
6.	Confirm the contact point for the IMT and confirm the roles of the IMT.	Detail of roles in **Appendix 1**.	☐

7.	Ensure a log of key decisions and actions is started and maintained throughout.	**Appendix 9.**	☐
8.	Where individuals have been injured/affected by the incident, record names and details.	Keep information secure, due to GDPR risks. External agencies may also need this information.	☐
9.	Consider the involvement of other teams, services or organisations who may be required to support the management of the incident.	• Social services • Diocese • LA	☐
10.	Is appropriate, arrange contact with relevant media organisations.	Discuss with BDAT central office.	☐
11.	Assess the key priorities and take relevant action.	• Consider actions to ensure the H&S and well-being of the community • Consider business continuity strategies **(Appendix 5)** • Consider school's duty to provide free school meals, even in the event of school closure	☐
12.	Ensure staff are kept informed about what is required of them.	• What actions are required • Where staff will be located • Notifying staff not in work with details of the incident and actions taken	☐
13.	Ensure students are kept informed as appropriate to the circumstances of the incident.	• Considering notifying students not in school • Provide additional support for vulnerable students	☐
14.	Ensure parents/carers are kept informed as appropriate to the circumstances of the incident.	• Agree arrangements for collecting students • Consider emergency communication; answer machine message, website, phone lines, parent comms app.	☐
15.	Ensure Governors/ BDAT informed of incident and actions taken.	Agree frequency of communicating situation reports with governors/ BDAT.	☐

16.	Seek advice from insurance provider if appropriate.	RPA - 0330 058 5566	☐
17.	A member of the IMT to log all expenditure relating to the incident.	**Appendix 10.**	☐
18.	A member of the IMT to log lost property of staff, students and visitors as a result of the incident.	**Appendix 11.**	☐
19.	Ensure recording process in place for staff/students leaving the site.	Ensure the safety of staff and students before they leave site and identify suitable support and risk control measures as required.	☐

Appendix 7 – Business Continuity Actions

	ACTION	FURTHER INFORMATION	ACTIONED?
1.	Identify any other stakeholders required to be involved in the business continuity response.	Depending on the incident, additional input may be needed in order to drive the recovery of critical activities, this may require the involvement of external partners.	☐
2.	Allocate specific roles of the IMT as necessary.	**Appendix 1.**	

3.	Evaluate the impact of the incident.	Time should be taken to understand the impact of the incident on 'business as usual'.
		
		The following questions should be considered:
		• What 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 your recovery time objectives?
		• What resources are required to recover critical activities?
			☐

4.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies.	**Appendix 5** Consider: • Immediate priorities • Communication strategies • Deployment of resources • Finance • Monitoring the situation • Reporting • Stakeholder engagement Produce an action plan for this response.	☐

5.	Log all decisions and actions, including what is to not be done and decision-making rationale.	**Appendix 9.**	☐
6.	Log all financial expenditure incurred.	**Appendix 10.**	☐
7.	Secure resources to enable critical activities to continue/ be recovered.	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 your key stakeholders e.g. staff, parents/carers, governors, suppliers, Local Authority, central government agencies etc.	☐

Appendix 8 – Recovery and Resumption Actions

	ACTION	FURTHER INFORMATION	ACTIONED?
1.	Agree and plan the actions required to enable recovery and resumption of normal working practices.	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 students.	• Depending on the nature of the incident, the IMT may need to consider the use of counselling services. • Consider providing relevant books in the school library. • Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this. • Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	☐
3.	Provide opportunities for pupils and staff to discuss their experiences.	This can be promoted during class, arranging a special lesson. Do not discourage pupils/ staff from talking about their experiences.	☐
4.	Communicate with parents/ carers regarding the incident.	• Ensure regular communication and updates provided. • Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers. • Consider organising an event for parents / carers to discuss any issues or concerns they might have.	☐
5.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff and relevant stakeholders are aware that the business continuity plan is no longer in effect. (Website, Email, Parent comms app, Text) Consider suspending or delaying school events if appropriate.	☐

6.	Carry out a 'debrief' of the incident with staff (and possibly with students). 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 IMT 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 academy.	☐
7.	Review this Continuity Plan considering lessons learned from incident and the response to it.	Implement recommendations for improvement and update this plan. Ensure any revised versions of the plan is read by all members of the IMT.	☐

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Appendix 9 – Log of Events, Decisions and Actions

Log of Events, Decisions and Actions *(Include when internal and external stakeholders contacted)*			
Completed by:		**Sheet Number**	
Incident:		**Date**	
Time (24hr clock)	**Log Details**		

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Appendix 10 – Financial Expenditure Log

Financial Expenditure Log			
Completed by:		**Incident:**	
Date:		**Time:**	

	Expenditure Details (what, for whom etc.)	Cost	Payment Method	Transaction made by

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Appendix 11 – Lost Property Form

Lost Property Form			
Completed by:		**Incident:**	
Date:		**Time:**	

No.	Name	Status (e.g. staff, student, visitor)	Details of possessions lost/ left behind	
			What	Where

Appendix 12 – Impact Assessment Form

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? (Type, location, severity)		
Are there any staff or student casualties or fatalities?		
Have the emergency services been called? (At what time)		
Is the incident affecting school activities? If so, what?		
What is the estimated duration of the incident?		
What is the actual threatened loss of workforce?	Over 50%	☐
	20% - 50%	☐
	Under 20%	☐
Has access to the whole site been denied? For how long?		
Which work areas have been destroyed, damaged or made unusable?		
Is there evidence of structural damage?		

Which work areas are inaccessible but intact?	
Are systems and other resources unavailable?	
Have any utilities been affected?	
Is there media interest in the incident?	
Does the incident have the potential to damage the school's reputation?	
Other relevant information:	

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Appendix 13 – Emergencies on Educational Visits Log

To be completed by Senior member of staff attending off-site activity/ visit.

Record the details of the off-site activity/visit during which emergency occurred:			
Location and nature of activity/visit			
Name of person in charge of activity/visit		**Telephone number(s)**	
Number of people on the visit:	*Pupils:*	*Teachers:*	*Other adults:*
Record the details of the incident			
Date and time of incident		**Location**	
What has happened?			

People affected	Name/s	Injuries	Where they are/will be taken
Emergency Services involved and advice they have given			
Names and locations of hospitals involved			
Arrangements for pupils not directly involved in the incident			

To complete if necessary:	
Financial Expenditure Log (Appendix 10)	☐
Lost Property Form (Appendix 11)	☐

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Appendix 14 – Actions Log

Recovery Tasks	Person Responsible	Completion Date		Comments	Outcome
		Estimated	Actual		

Appendix 15 – Post Incident Evaluation

Response Grades 1-5
1 = Poor, ineffective and slow
5 = Efficient, well communicated and effective.

Post Incident Evaluation			
Completed by:		**Incident:**	
Date:			

Action	**Response Grading**	**Comments for Improvements/ Amendments**
Initial Incident Notification		
Enactment of the Action Plan		
Co-ordination of the IMT		
Communications Strategy		
Impact Minimisation		
Backup and restore processes		
Were contingency plans sufficient		
Staff roles assigned and carried out correctly?		
Timescale for resolution / restore		
Was full recovery achieved?		

Appendix 16 – Bomb Threat Prompt Card

THE CALL	
Switch on recording equipment (if available)	Yes / No
Tell caller the name of the building and town you are answering from.	Yes / No
Record the exact wording of the threat (let the caller pass the message without interruption):	
Ask the following questions:	
Where is the bomb right now?	
When is it going to explode?	
What does it look like?	
What kind of bomb is it?	
What will cause it to explode?	
Did you place the bomb?	
Why?	
What is your name?	
What is your address?	

What is your telephone number?	
Record time call completed.	
DO NOT HANG UP THE CALL	
Inform security (or appropriate member of the IMT)	**Yes / No**
Name and telephone number of person informed:	
Contact the police on 999.	**Yes / No**
Time Informed: **Crime number:**	
Record the following information: • **Time and date of bomb threat call** • **Length of call** • **Telephone number call received on**	

The following should be completed once the call has ended.		
Sex:	Male/ Female / Unsure	
Nationality:		
Age:		
Language: *(tick)*	Well spoken? Irrational? Taped message? Offensive? Incoherent? Message read by threat-maker? Did person sound forced to speak?	☐ ☐ ☐ ☐ ☐ ☐ ☐
Caller's voice: *(tick)*	Calm? Crying? Clearing throat? Angry?	☐ ☐ ☐ ☐

	Nasal?	☐
	Slurred?	☐
	Excited?	☐
	Stutter?	☐
	Disguised?	☐
	Slow?	☐
	Lisp?	☐
	Accent?	☐
	Rapid?	☐
	Deep?	☐
	Hoarse?	☐
	Laughter?	☐
	Familiar?	☐
	Multiple speakers?	☐
Background sounds? *(tick)*	Street noises?	☐
	House noises?	☐
	Animal noises?	☐
	Crockery?	☐
	Motor?	☐
	Clear?	☐
	Voice?	☐
	Static?	☐
	PA system?	☐
	Music?	☐
	Factory machinery?	☐
	Office machinery?	☐
	Well-spoken?	☐
	Booth?	☐
	Other (please specify)?	☐

Person receiving the call: • **Name** • **Designation**			
Signature		**Date:**	

Martyn's Law Addendum

Applicability
Martyn's Law applies to schools that expect 200 or more individuals on-site at any one time. These schools fall under the Standard Tier and must comply with the law's requirements. Schools are exempt from the Enhanced Tier, even if capacity exceeds 800.

Designation of Responsible Person
The Headteacher or a designated senior leader shall be appointed as the Responsible Person. This individual will oversee compliance with Martyn's Law and act as the liaison with the Security Industry Authority (SIA).

Notification to the Security Industry Authority (SIA)
Schools within the scope of Martyn's Law must register with the SIA and provide relevant details about their premises and capacity.

Public Protection Procedures
Schools must implement the following procedures to protect staff, students, and visitors during a terrorist incident:
- Evacuation – safely moving people out of the premises.
- Invacuation – relocating individuals to a safer area within the building.
- Lockdown – securing the site against external threats.
- Communication – ensuring coordinated response and information sharing among staff and students.

Staff Training Requirements
All staff must be trained on emergency procedures and their roles during incidents. Training should be refreshed annually and incorporated into safeguarding and health & safety programs.

Review and Compliance Timeline
This addendum must be reviewed annually. Full compliance with Martyn's Law is required by April 2027. Guidance will be provided by the Home Office, SIA, and Department for Education during the implementation period.