



## Oakmeadow CE Primary & Nursery School

# EMERGENCY RESPONSE AND BUSINESS RECOVERY PLAN FOR MAINTAINED SCHOOLS

Plan administration	
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## **Acknowledgement**

The templates used in this document are loosely based upon some developed by Nottinghamshire County Council.

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## **SECTION 1**

# **CONTACT DETAILS**

## 1.1 School information

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School details	
Name of school	Oakmeadow CE Primary & Nursery School
Type of school	Maintained ( Controlled) C of E
School address	Longmeadow Road, Bayston Hill , SY3 0NU
School operating hours (including extended services)	7:00am – 6:30pm - School 3:00pm – 4:30pm- Clubs 3:00pm – 8:00pm – SMS
Approximate number of staff	60
Approximate number of pupils	451 ( inc nursery)
Age range of pupils	3-11

Office contact details	
Office telephone number	01743 875020
Office email address	admin@oakmeadowprimary.co.uk

Useful websites	
School website / extranet	<a href="http://www.oakmeadowprimary.co.uk">www.oakmeadowprimary.co.uk</a>
Local authority	<a href="http://www.shropshire.gov.uk">www.shropshire.gov.uk</a>
Department for Education	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
Foreign & Commonwealth Office	<a href="http://www.fco.gov.uk">www.fco.gov.uk</a>
Environment Agency	<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Teacher Support Network	<a href="http://www.teachersupport.info">www.teachersupport.info</a>

## 1.2 Contact details - school staff and governors (and other site users)

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

Name	Job title	School Emergency Management Team role (SEMT) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
All governors contact details attached.					
Telephone tree attached for all school staff					

## 1.3 Contact details - extended services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Tara Thomas	After school Club	3:00pm-6:00pm Mon-Fri	07979522197 01743 875028	tarajthomas@btinternet.com	Key Holder
Alison Stevens Shropshire Music Service	Lettings	Ad hoc 3:00pm – 9:00pm mon- fri Weekends all day	01743 874145	Alison.stevens860@shropshiremusicservice.org.uk	Key Holder
Nat Turner	Sonic Sports	8:00 – 3:00pm Mon – Friday During the school holiday s	07532724771	Natalie.turner@oakmeadowprimary.co.uk	Key Holder
Bev Langton	Private Hire Morris dancers	Thursdays evening	07799408297	b	Key Holder

## 1.4 Contact details - local authority

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

Local Authority Service Area	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number	Shropshire Council Main Switchboard	0345 678 9000	Fire Control for Emergency Planning Duty Officer – 01743 260290	
Learning & Skills	Office	01743 254434	Shropshire Council Main Switchboard - 0345 678 9000	
Media / communications	SC Communications Team	01743 254434 (via Learning & Skills)	Shropshire Council Main Switchboard - 0345 678 9000	
Property Services	Office	01743 281094	Shropshire Council Main Switchboard - 0345 678 9000	
Risk Management & Insurance Team	Office Risk Management Officer	01743 252851 (Office Hours) 07990 085160 (Out of Hours)	Shropshire Council Main Switchboard - 0345 678 9000	

Emergency Planning	Office  Emergency Planning Duty Officer (for emergency situations)	01743 252842 (Office Hours)  Fire Control (Ex) 01743 260290	Shropshire Council Main Switchboard - 0345 678 9000	
Transport	Office Mobile	01743 252474 07582 004461	Shropshire Council Main Switchboard - 0345 678 9000	
Crime Prevention (not police based)	Office	01743 252819	Shropshire Council Main Switchboard - 0345 678 9000	
Occupational Health & Safety	Office	01743 252819	Shropshire Council Main Switchboard - 0345 678 9000	
Legal	Office	01743 252762	Shropshire Council Main Switchboard - 0345 678 9000	
Catering and/ or cleaning	Shire Services	01743 250250	Shropshire Council Main Switchboard - 0345 678 9000	
Educational visits	Office	01743 254564	Shropshire Council Main Switchboard - 0345 678 9000	
Human resources	Office	01743 254410	Shropshire Council Main Switchboard - 0345 678 9000	



Educational psychology (Critical Incident Team)	Educational Psychology Team	01952 385 216 013	Shropshire Council Main Switchboard - 0345 678 9000	
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## 1.5 Contact details - local radio stations

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

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
BBC Radio Shropshire	Switchboard: Studio:	01743 248 484 01743 237 060		Shropshire & West Staffordshire 96 MHz, 90 MHz, 95 MHz, 104.1 MHz, DAB, Online
BBC Radio Stoke	Switchboard: OOH:	01782 208 208 01782 221 294		North & Mid Staffordshire, north east Shropshire & south Cheshire 94.6MHz, 104.1MHz, 1503kHz, DAB Digital Radio, Online
Free Radio Newsroom	Mobile: Fax:	07540 411 434 01902 461 300		Shropshire, Wolverhampton and Black Country 97.2 & 103.1 MHz RDS: Free BC & Free Shrp DAB Online
Signal Radio	Newsline: Fax:	01782 441 300 01782 441 301		Wrexham, North Staffordshire & South Cheshire 96.4 MHz, 96.9 MHz, 102.6 MHz, DAB
Heart FM	Switchboard: Fax:	01978 722 200 01978 722 209		North Wales, Cheshire, Oswestry 96MHz–107MHz
Signal FM	News Desk:	01902 571 070		

## 1.6 Contact details - other organisations

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

Organisation	Contact details	Alternative contact details *	Notes
Police	999	101	
Fire & Rescue Service	999	Fire Control – 01743 260290	
Ambulance Service	999		
Department for Education	Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office	Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency	Floodline: 0845 988 1188 (24 hour)		
Met Office	Customer centre: 0870 900 0100 (24 hour)		
Christchurch WiFi Details	01743 872088	WiFi username:ccvhworkship2.4 Password: CCBH2016	

Health and Safety Executive	Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		
Organisation	Contact details	Alternative contact details *	Notes
Supplier (transport)	Shropshire Transport	01743 252473	
Supplier (catering)	Shire Services	Heidi Birch 01743 250265 07990085621 heidi.birch@shropshire.gov.uk Shire.services@shropshire.gov.uk	
Supplier (temporary staff)	Protocol	0800 0234411	
Utility supplier (gas)	West Mercia Supplies	01743 231101	
Utility supplier (water)	Severn Trent	0800 7834444 (24/7)	.
Utility supplier (electricity)	West Mercia Supplies	01743 231101	
Utility supplier (heating)	West Mercia Supplies	01743 231101	

Utility (drains/ sewerage)	Severn Trent	0800 7834444 (24/7)	
Telephone Provider	LA provider		
Teacher Support Network	<p>England: 08000 562 561 (24 hour)</p> <p>Wales: 08000 855 088 (24 hour)</p> <p>Scotland: 0800 564 2270 (24 hour)</p>		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

## 1.7 Contact details - for completion during an emergency

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

Name	Contact details	Notes
Carla Whelan	07970480969	Headteacher
Martyn Smith	07966801857	Facilities Manager
Lisa Jones	07779581152	Deputy Head
Elaine Fletcher	07866664142	Office Manager
Tony Heath	07904490628	Supervisor cleaner/caretaker

## **SECTION 2**

# **EMERGENCY RESPONSE**

## 2.1 Notification of incident

---

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

- + **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

.....

Contact details of informant:

.....

Date and time of call:

.....

Date and time of incident:

.....

Exact location of incident:

.....

Details of incident:

.....

Where is the informant now and where are they going?

.....

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

16 Oakmeadow CE Primary & Nursery School



.....

.....

.....

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

.....

.....

.....

What advice have the emergency services given?

Who has been informed?

- ☐ Head teacher
- ☐ School staff
- ☐ Governors
- ☐ Pupils
- ☐ Parents / carers
- ☐ Extended services
  
- ☐ Police
- ☐ Fire & Rescue Service
- ☐ Ambulance Service
- ☐ Local authority
- ☐ Health and Safety Executive
- ☐ Foreign & Commonwealth Office
- ☐ Media (*under direction of Shropshire Council*)
- ☐ Insurance company
- ☐ Trade union

Does anyone else need to be informed?

.....

.....

.....

Are any other actions required?

.....

.....

.....

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

Name of educational visit leader:

.....

Nature of educational visit:

.....

Number of pupils on educational visit:

.....

Number of staff on educational visit:

.....

Location of educational visit:

.....

.....

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

.....

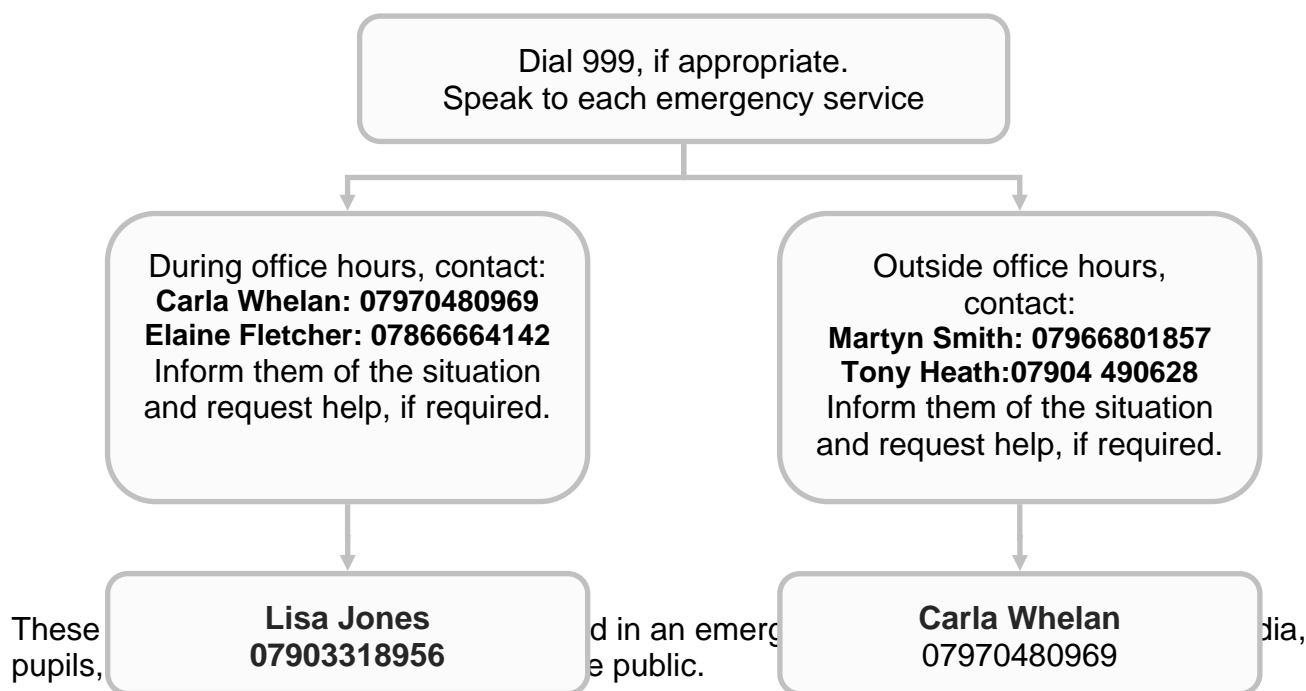
## 2.2 Initial action

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

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

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



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

## 2.3 Roles and Responsibilities – Initial Response

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

Ref'	Business Recovery - initial response*	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> <li>▪ Loss of utility supply</li> <li>▪ Loss of supplier</li> <li>▪ Loss of premises</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Loss of personnel</li> <li>▪ Loss of telecommunications.</li> </ul>	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

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

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

Ref'	Media Management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	

M4	In collaboration with the LA and other responding agencies/ organisations, develop a brief factual media statement (designed to provide reassurance) on behalf of the school. On-going updates should be developed and compiled throughout the incident in the same way.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media (refer to M4 above)	

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

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

Ref'	Educational Visit Leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	

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

## 2.4 Roles and Responsibilities – Ongoing Response

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

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

Ref'	Communications - ongoing response	Tick / sign / time
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CO5	Ensure accurate and proportionate information is regularly provided to: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained.	
CO7	Contact local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Send a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	
CO11	Identify any alternative language requirements and ensure communications are provided appropriately.	

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

Ref'	Media Management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what is sensible and sufficient to release and when their deadlines are (refer to M4 above).	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M10	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message (refer to M4 above)	
M11	Try to prevent the spread of misinformation (through all social media)	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> <li>▪ SEMT briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Liaise with the Local Authority to establish what spare capacity there may be in alternative schools for displaced pupils.	
R10	Liaise with the Local Authority to discuss temporary accommodation, if required.	

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

Ref'	Educational Visit Leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	

E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	Check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> <li>Records of expenditure</li> <li>Medical certificates / hospital admission forms</li> <li>Police incident number.</li> </ul>	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

## 2.5 Roles and Responsibilities – Business Recovery

Ref'	Co-ordination – business recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Organise remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place.	
C26	Initiate a review of this Emergency Response & Business Recovery Plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

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

Ref'	Communications - recovery	Tick / sign / time
CO12	Provide regular briefings to pupils and parents / carers.	
CO13	Consider providing remote / virtual learning.	
CO14	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

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

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

Ref'	Resources - recovery	Tick / sign / time
R11	Organise remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R12	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R13	Liaise with Local Authority for the provision of temporary classrooms if appropriate.	

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

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

## **SECTION 3**

# **BUSINESS RECOVERY**

### 3.1 HOW TO USE THIS DOCUMENT

#### **Document Management**

A nominated person within each school must ensure the arrangements described in this document are kept up to date. For Oakmeadow CE Primary & Nursery School this person is

Name: Carla Whelan

Role: Headteacher

1. Each school must consider what activities they would need to restore as a priority during any type of business interruption; these activities are termed critical activities. For each critical activity you should establish the **Maximum Tolerable Period of Disruption (MTPoD)** which represents the time within which you would need to reinstate the activity (this could be in hours or days). These should be listed in the table provided on **page 4** as a quick reference point.
2. The next step is to carry out a **Business Impact Analysis (BIA)**. To do this, you need to consider different types of business interruption i.e. loss of utilities, suppliers, premises, personnel and telecommunications. For each of these disruptions consider what the impact would be on normal operations, especially those activities identified as critical over short, medium and long term. Each school will have to agree on what timescales they use to represent short, medium and long term depending on their particular circumstances but a suggested start point could be;
  - Short term - within first 12hrs after disruption
  - Medium term - 12hrs to 5 days after disruption
  - Long term - greater than 5 days after disruption
3. Having established what the impact of the disruption would be, the school should then use the questions posed in the 'back up measures/ restorative arrangements' column of the BIA template to satisfy themselves that they have robust procedures in place to cope with disruption. Enter details of the proposed restorative arrangements in this column. If it becomes apparent that the school is vulnerable to a particular type of disruption then further measures should be identified to improve their resilience.
4. After the BIA is completed ensure that any identified further measures to improve resilience are carried out.
5. Use the Additional Information section to record information such as location of isolation valves for turning off utilities, site floor plans, asbestos hazard areas, any storage of dangerous substances etc. This information is very useful in times of business disruption.
6. Use the Contacts List section to record telephone numbers or e-mail addresses that will be helpful (avoid personal details if possible and keep to work / business details)

## 3.2 Critical Activities List

Critical Activity	<b>Maximum Tolerable Period of Disruption:</b> 1 day (short term) 2-5 days (medium term) 5+ days (long term)
Secure administrative capacity	1 day
Secure teaching location ( if school unavailable) & resources to ensure continued education for pupils	2-5 days



### 3.3 BUSINESS IMPACT ANALYSIS

#### 3.3.1 Loss of Utility Supply *(If medium or long term, refer to 'Loss of Premises')*

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Gas	Short	<ul style="list-style-type: none"> <li>• Inability to heat school</li> <li>• In-operability of kitchen facilities</li> <li>• Potential for school closure</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cause of interruption</li> <li>• Establish timescales for recovery of service</li> <li>• Liaise with supplier</li> <li>• Liaise with Property Services</li> </ul>
Water	Short	<ul style="list-style-type: none"> <li>• Inability to use hygiene facilities</li> <li>• Unable to provide drinking facilities</li> <li>• In-operability of kitchen facilities</li> <li>• Potential for school closure</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cause of interruption</li> <li>• Establish timescales for recovery of service</li> <li>• Liaise with supplier</li> <li>• Liaise with Property Services</li> </ul>
Electricity	Short	<ul style="list-style-type: none"> <li>• Inability to heat school</li> <li>• Inability to provide lighting</li> <li>• In-operability of kitchen facilities</li> <li>• Potential for school closure</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cause of interruption</li> <li>• Establish timescales for recovery of service</li> <li>• Liaise with supplier</li> <li>• Liaise with Property Services</li> <li>• Consider provision of generator</li> </ul>

### 3.3.2 Loss of Supplier:

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Transport	Short	<ul style="list-style-type: none"> <li>• Disruption to student attendance to school.</li> <li>• Disruption to staff attendance to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage alternative methods to be used (e.g. public transport / walking)?</li> <li>• Car sharing.</li> <li>• Consider rescheduling educational visits which require transport.</li> <li>• Liaise with Transport Team</li> </ul>
Catering	Short/ Medium	<ul style="list-style-type: none"> <li>• Insufficient stock to cope with a temporary disruption to supplies.</li> <li>• Special dietary needs may not be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential to use alternative suppliers.</li> <li>• Reciprocal arrangements with nearby school to provide support.</li> <li>• Pupils to bring a packed lunch.</li> <li>• Some stock available for a few days (may have some issues with fresh food).</li> <li>• Offer a reduced service</li> <li>• Offer packed lunch service</li> <li>• Transport food from another kitchen</li> <li>• Liaise with Shire Services (Area Manager, Area Supervisors)</li> </ul>
Cleaning	Short/ Medium	<ul style="list-style-type: none"> <li>• Insufficient stock to cope with temporary disruption to supplies.</li> <li>• Cleaning/ hygiene standards will be compromised.</li> </ul>	<ul style="list-style-type: none"> <li>• Some stock available to last for a few weeks.</li> <li>• Would use alternative suppliers.</li> <li>• Stock could be transferred from other schools.</li> </ul>
Heating fuel	Short	<ul style="list-style-type: none"> <li>• Insufficient stock to cope with a temporary disruption to supplies.</li> <li>• Inability to heat school.</li> <li>• Potential for school closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Potential to use alternative suppliers.</li> <li>• Reciprocal arrangements with nearby school to provide support.</li> <li>• Liaise with Property Services</li> </ul>

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Grit / salt	Short	<ul style="list-style-type: none"> <li>• Inability to meet schools gritting policy.</li> <li>• Health and safety responsibilities compromised.</li> </ul>	<ul style="list-style-type: none"> <li>• Some stock available to last a few days.</li> <li>• Potential to use alternative suppliers.</li> <li>• Reciprocal arrangements with nearby school to provide support.</li> <li>• Liaise with Property Services</li> </ul>
Telecommunications	Short/ Medium	<ul style="list-style-type: none"> <li>• Interruption to usual forms of communication.</li> <li>• Inability to communicate effectively with school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Reciprocal arrangements with nearby school to provide support.</li> <li>• Pay as you go mobile devices.</li> <li>• Personal mobile devices.</li> <li>• Use email for non-urgent/ critical need.</li> </ul>
Any other specifically procured supply (SLA's with LA e.g. HR, Finance, Payroll, IT)	Short	<ul style="list-style-type: none"> <li>• Interrupted access to LA services (e.g. HR, Finance, Payroll, IT) results in inability to undertake administrative functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with relevant local authority service area</li> </ul>

### 3.3.3 Loss of Premises:

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Office	Short	<ul style="list-style-type: none"> <li>Inability to maintain administrative functionality.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise any available accommodation on-site (e.g. ICT suites)</li> <li>Reciprocal arrangements with nearby schools to provide support.</li> <li>Mobile &amp; Flexible working (Home Working Policy to be implemented to ensure that security and governance are not compromised)</li> </ul>
Classrooms	Short	<ul style="list-style-type: none"> <li>Inability to provide education.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise any available accommodation on-site (e.g. halls, ICT suites, gymnasias)</li> <li>Identify any spare accommodation available off-site (e.g. other schools, libraries, halls)</li> <li>Consider staggering lessons across break times to maximise use of space.</li> <li>Consider merging classes whilst maintaining an adequate pupil / staff ratio?</li> <li>Consider extending the school day to maximise use of available space.</li> <li>Prioritise available space for those pupils preparing for exams (or taking lessons deemed most important)</li> <li>If the weather permits, consider lessons taking place outside.</li> <li>Consider the use of remote learning provision.</li> <li>Liaise with Property Services</li> <li>Liaise with Learning &amp; Skills for the provision of temporary classrooms if appropriate.</li> </ul>

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
SEN Provision	Short	<ul style="list-style-type: none"> <li>Inability to meet statutory requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise any suitable and available accommodation available on-site.</li> <li>Utilise any suitable and available accommodation available off-site (e.g. other schools)</li> <li>Consider the provision of temporary appropriate classrooms</li> <li>Liaise with Property Services.</li> <li>Liaise with Learning &amp; Skills.</li> </ul>
Kitchen	Short/ Medium	<ul style="list-style-type: none"> <li>Inability to provide any form of catering facility.</li> </ul>	<ul style="list-style-type: none"> <li>Use another kitchen and transport food</li> <li>Offer reduced service</li> <li>Offer packed lunches</li> <li>Pupils to bring their own packed lunches.</li> <li>Liaise with Shire Services (Area Manager, Area Supervisors)</li> </ul>
Library	Short/ Medium	<ul style="list-style-type: none"> <li>Inability to provide library service.</li> <li>Interruption to curriculum delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal arrangements with nearby school to provide support.</li> </ul>
Sport facilities	Short/ Medium	<ul style="list-style-type: none"> <li>Inability to provide sports facilities</li> <li>Interruption to curriculum delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise any suitable accommodation on-site (e.g. halls, playgrounds)</li> <li>Identify any spare accommodation available off-site (e.g. other schools, leisure centres, parks)</li> <li>Reciprocal arrangements with nearby school to provide support.</li> </ul>

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Staff room	Short/ Medium	<ul style="list-style-type: none"> <li>Inability to provide rest facilities</li> </ul>	<ul style="list-style-type: none"> <li>Utilise any available appropriate accommodation on-site (e.g. library, spare classrooms, ICT suite)</li> </ul>
Toilets	Short	<ul style="list-style-type: none"> <li>Inability to provide essential toileting facilities.</li> <li>Health and safety responsibilities compromised.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the installation of portable toilet facilities</li> <li>Liaise with relevant utility suppliers</li> <li>Liaise with Property Services</li> </ul>

### 3.3.4 Loss of Personnel:

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Head teacher	Short/ Medium/ Long	<ul style="list-style-type: none"> <li>• Interruption to management functionality.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure deputies are available and adequately trained.</li> <li>• Ensure documented procedures for critical activities are in place.</li> <li>• Buy in to the schools sickness insurance scheme.</li> <li>• Liaise with School's HR Team</li> </ul>
Teaching staff	Short/ Medium/ Long	<ul style="list-style-type: none"> <li>• Interruption to curriculum delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of temporary staff</li> <li>• Consider secondments from other schools.</li> <li>• Consider pre-arranged lesson plans being delivered by trainee teachers.</li> <li>• Consider increased reliance on support staff / HLTA's/ teaching assistants.</li> <li>• Consider merging classes - whilst maintaining an adequate pupil / staff ratio.</li> <li>• Buy in to the schools sickness insurance scheme.</li> <li>• Liaise with School's HR Team</li> </ul>
Office Staff	Short/ Medium/ Long	<ul style="list-style-type: none"> <li>• Interruption to administrative responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure documented procedures for critical activities are in place.</li> <li>• Consider if temporary staff could be recruited.</li> <li>• Consider secondments from other schools.</li> <li>• Buy in to the schools sickness insurance scheme.</li> <li>• Liaise with School's HR Team</li> </ul>

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Facilities Manager, Caretaker and Cleaning Staff	Short/ Medium/ Long	<ul style="list-style-type: none"> <li>• Interruption to site services/ facilities management.</li> <li>• Possible issues with locking/ unlocking and site security.</li> <li>• Potential compromise of hygiene practices.</li> <li>• Possible breaches of health and safety responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure documented procedures for critical activities are in place.</li> <li>• Consider the recruitment of temporary staff.</li> <li>• Consider secondments from other schools.</li> <li>• Liaise with School's HR Team</li> <li>• Mobile relief team can be sent in</li> <li>• Outbreak cleaning can be arranged</li> <li>• Staff can be seconded from other sites</li> <li>• Emergency situations dealt with at Head Office by the area team. All staff have contact numbers for emergencies.</li> </ul>
Catering staff	Short/ Medium/ Long	<ul style="list-style-type: none"> <li>• Interruption to catering provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency details dealt with by the area team at Head Office. All staff have contact numbers for emergencies.</li> <li>• Relief catering staff available to attend</li> <li>• Staff from other nearby kitchens can be sent to assist.</li> <li>• Liaise with Shire Services (Area Managers, Area Supervisors)</li> </ul>



### 3.3.5 Loss of Telecommunications:

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Computer network	Short/ Medium	<ul style="list-style-type: none"> <li>Inability to undertake administrative tasks and access student information.</li> <li>Interruption to elements of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The vast majority of schools use an online backup system. Critical data such as SIMS and other school data could be restored offsite.</li> <li>Ensure paper based copies of critical records are available.</li> <li>Liaise with Telford &amp; Wrekin ICT</li> </ul>
Website / extranet	Short/ Medium	<ul style="list-style-type: none"> <li>Interruption to elements of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>This is a minimal risk as websites are hosted offsite.</li> <li>Office 365 school websites have guaranteed 99.98% uptime.</li> <li>Microsoft has resilient datacentres in Dublin and Amsterdam.</li> <li>Liaise with Telford &amp; Wrekin ICT</li> <li>Website – Eschools <a href="mailto:tracey.fretwell@eschools.co.uk">tracey.fretwell@eschools.co.uk</a></li> <li>.</li> </ul>
Attendance management system	Short	<ul style="list-style-type: none"> <li>AM and PM attendance records are statutory requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Paper systems are acceptable – ensure paper based back up system is in place.</li> </ul>
Text messaging system	Short/ Medium	<ul style="list-style-type: none"> <li>Inability to communicate with school community.</li> </ul>	<ul style="list-style-type: none"> <li>Consider alternative methods of communication.</li> </ul>
Telephone	Short	<ul style="list-style-type: none"> <li>Compromised effectiveness to communicate</li> </ul>	<ul style="list-style-type: none"> <li>Consider alternative methods of communication.</li> <li>Pay as you go phones</li> <li>Personal mobile phones</li> <li>Reciprocal arrangements with nearby school to provide support.</li> </ul>

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Mobile phone	Short/ Medium	<ul style="list-style-type: none"> <li>Inability to communicate with school community</li> </ul>	<ul style="list-style-type: none"> <li>Identify if there are any mobiles on different networks available.</li> <li>Consider alternative methods of communication.</li> </ul>
Email	Short	<ul style="list-style-type: none"> <li>Compromised speed to respond to correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>This is negligible risk. The majority of schools use a form of webmail which can be accessed outside of the school network.</li> <li>Schools using Office 365 email have guaranteed 99.98% uptime.</li> <li>Microsoft has resilient datacentres in Dublin and Amsterdam.</li> <li>Liaise with Telford &amp; Wrekin ICT</li> </ul> <p><b><i>For those schools with their email exchange onsite, they will have to consider alternative methods of communications.</i></b></p>

### 3.4 ADDITIONAL INFORMATION

Category	Information	Comments
Utilities - WATER	The isolation valve for stopping the water supply to the Main School is located at the front of the school to the right of the main gate manhole Stop tap for the music service is at the front of the school between the carpark and path manhole	See contact list for supplier company details. <i>No attempt should be made to interfere with the water supply by any unauthorised person.</i>
Utilities - GAS	The isolation valve for stopping the gas supply to is located in the cupboard with brown doors outside by the gate too Lansdowne Road. Key in main office number 80	See contact list for supplier company details. <i>No attempt should be made to interfere with the gas supply by any unauthorised person.</i>
Utilities - ELECTRICITY	Main consumer unit is located in the brown outside cupboard by the delivery door	See contact list for supplier company details. <i>No attempt should be made to interfere with the electricity supply by any unauthorised person.</i>
Utilities - DRAINS / SEWERAGE	Drains layout diagram is held at Drawing plans in tall cupboard in main office	See contact list for relevant company details
Telephone Provider	LA Provide	See contact list for relevant company details
Pressurised Containers	Potentially hazardous pressurised containers in yellow inflammable cabinet in main garage key number 81 within the school property.	This information should be provided to the emergency services.
Hazardous Chemicals	Hazardous Chemicals are held in yellow cabinet in main garage key number 81 within the school property.	This information should be provided to the emergency services.
Asbestos Hazards	Asbestos has been identified as being present as detailed in the Schools Asbestos Register.	This information should be provided to the emergency services.
Site Layout	Floor Plan diagrams are held in main school office brown tall unit.	This information should be provided to the emergency services.

SEMT Briefing Area		
Media Briefing Area		
OTHER		

## **SECTION 4**

# **APPENDICES**

## APPENDIX 1 - POST INCIDENT SUPPORT

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

Ref'	Post incident support - general actions	Tick / sign / time
P13	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, and bereavement counselling and trauma management if appropriate.	

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

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P21	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P22	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that pupils could use if upset during the school day.</li> </ul>	
P23	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P24	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> <li>▪ Missed work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams.</li> </ul>	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P25	Contact bereaved families to express sympathy on behalf of the school.	
P26	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	

P27	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> <li>▪ Closing the school on the day of the funeral as a mark of respect</li> <li>▪ A senior member of staff attending the funeral on behalf of the school</li> <li>▪ If staff and pupils can be allowed time off school to attend the funeral</li> <li>▪ Providing transport to take pupils and staff to the funeral</li> <li>▪ Providing pupils with information about what happens at funerals</li> <li>▪ Arranging floral tributes and / or donations.</li> </ul>	
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Ref'	Post incident support - remembrance	Tick / sign / time
P28	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Award (e.g. a sporting / academic trophy for older children).</li> </ul>	
P29	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's day</li> <li>▪ Father's day</li> <li>▪ Anniversary of the event.</li> </ul>	
P30	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event.</li> </ul>	
P31	Be aware of renewed media interest near anniversaries of the event.	



## APPENDIX 2 - BUSINESS RECOVERY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Parent/ Carer Details	SIMS/Main Office	1 day	Telford & Wrekin System
Visitors	Inventry	1 day	Screen shot
Pupil Details	SIMS/main Office	1 Day	Telford & Wrekin System
Coursework	N/A		
Examination papers	Archived old papers – container		
Asset registers / equipment inventories	Admin folder /Finance Office	1 day	Telford & Wrekin System
Insurance documentation	LA		

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Parent/ Carer Details	SIMs	1 Day	Telford & Wrekin
Pupil Details	SIMs	1 Day	
Coursework	N/A		
Contact details	SIMs	1 Day	SIMs / Telford & Wrekin
Financial information	SIMs/SAMIS	1 Day	Telford & Wrekin SIMs
Medical information	SIMs	1 Day	

Remote learning	Notes / instructions
Website / extranet	<a href="http://www.oakmeadowprimary.co.uk">www.oakmeadowprimary.co.uk</a>
Email	<a href="mailto:head@oakmeadowprimary.co.uk">head@oakmeadowprimary.co.uk</a>
Post	SY3 0NU

## APPENDIX 3 - EVACUATION

Signals	
Signal for fire evacuation	Alarm followed by voice informing people to evacuated the building and a flashing red light
Signal for bomb evacuation	Alarm followed by voice informing people to evacuated the building and a flashing red light. Premises Team ( Martyn, Tony & Elaine ) To go onto Longmeadow Road to stop visitors into school, and inform the music service to leave the school site. Meet emergency services. <b>NEED TO TAKE RED EMERGENCY FOLDER</b>
Signal for all-clear	Register check when done teachers holds up a red clipboard to let the headteacher know all present. Communication between headteacher/ facilities manager / fire wardens When clear to come in headteacher to inform everyone. Inform music service when all clear to enter the school site

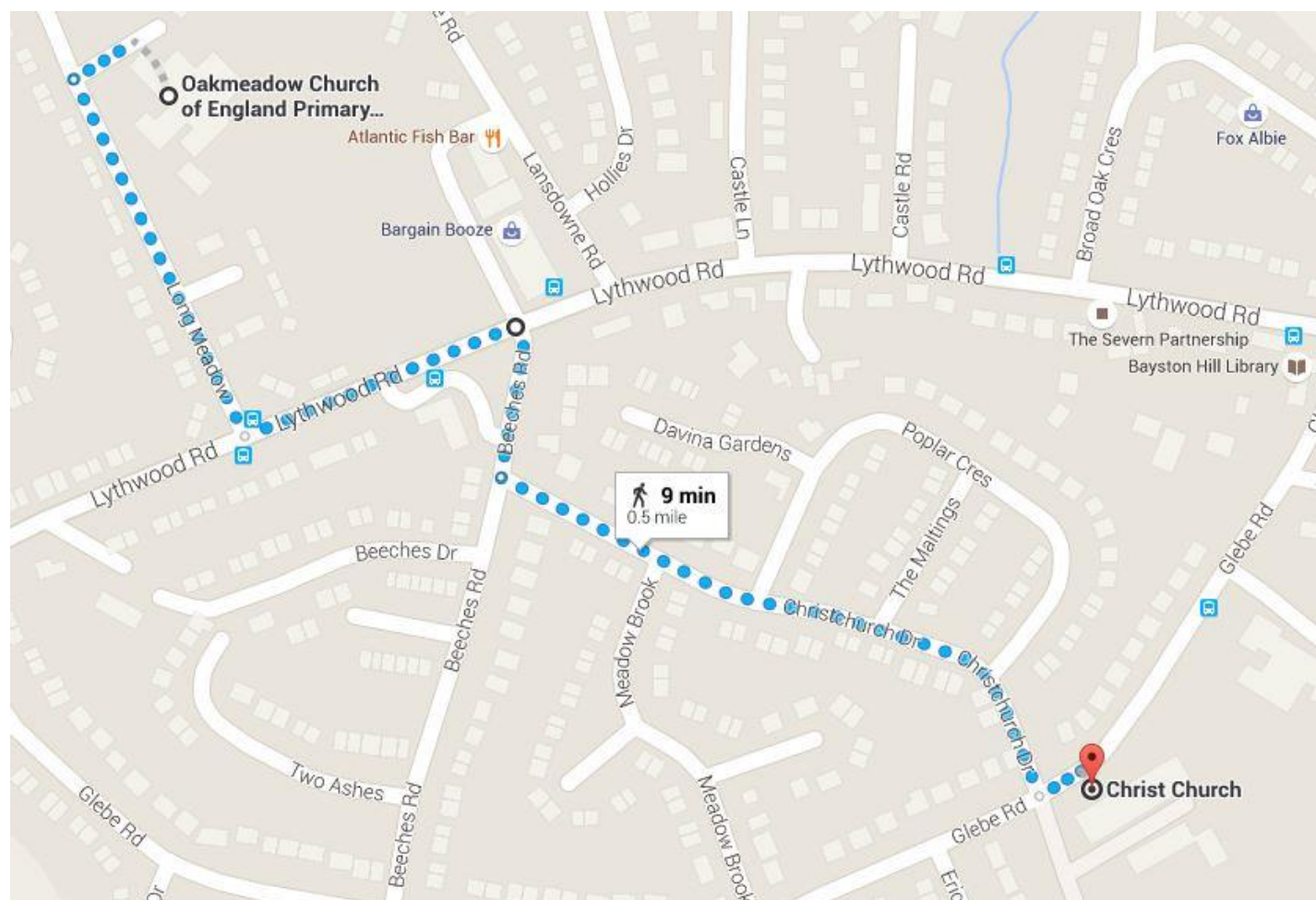
Assembly points - fire evacuation	
Fire evacuation assembly point A	Muga/ main playground
Fire evacuation assembly point B	Front entrance gate ( music service)
Fire evacuation assembly point C	N/A

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Green gates by Beeches entrance directed by headteacher
Bomb evacuation assembly point B	Grass area in front of Holland Close (music service) supported by premises team.
Bomb evacuation assembly point C	N/A

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

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Christchurch
Type of premise	Church
Contact name and details of key holder(s)	Key kept in key safe main office – clearly identified with a tag
Address	Glebe Road, Bayston Hill, Shrewsbury SY3 0PZ

Directions / map	On page 52
Estimated travel time (walking, with pupils)	10 minutes
Estimated travel time (by coach, with pupils)	N/A
Capacity	N/A
Capacity (sleeping)	N/A
Facilities / resources	Toilets, Kitchen
Notes	



## APPENDIX 4 – ENVIRONMENTAL INCIDENT

### Signals

Signal for environmental incident	
Signal for all-clear	

Upon hearing the environmental incident signal, take the action below.

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

## APPENDIX 5 - LOCKDOWN

Signals	
Signal for lockdown	Continuous ring
Signal for all-clear	Intermittent ring

Lockdown	
Rooms most suitable for lockdown	Classrooms,
Entrance points (e.g. doors, windows) which should be secured	Main reception, EYFS Classroom door Ks1 entrance, Y3/4 entrance, Delivery door,
Communication arrangements	<ul style="list-style-type: none"> <li>▪ Two-way radios</li> <li>▪ Classroom telephones</li> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email</li> <li>▪ Other.</li> </ul>
Notes	

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

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999 for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> <li>▪ Block access points (e.g. move furniture to obstruct doorways)</li> <li>▪ Sit on the floor, under tables or against a wall</li> <li>▪ Keep out of sight</li> <li>▪ Draw curtains / blinds</li> <li>▪ Turn off lights</li> <li>▪ Stay away from windows and doors.</li> </ul>	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

**List of log in and passwords are held with**

**Carla Whelan – Head Teacher**

**Martyn Smith – Facilities Manager**

**Elaine Fletcher – Office Manager**

## APPENDIX 6 – SUSPICIOUS INCIDENTS

Ref'	Generic actions - initial response	Tick / sign / time
SI1	Contact the police dialling 101 and ask for the Duty Inspector stating it is a safeguarding issue. If it is an emergency dial 999. Supply the Duty Inspector with as much factual information as possible.	
SI2	Ask Duty Inspector for next steps and advice. Duty Inspector could advise:- <ul style="list-style-type: none"> <li>• take no action, or</li> <li>• inform parents/ carers.</li> </ul>	
SI3	Inform the LA on advice given by Duty Inspector	
SI4	Inform parents/ carers	
SI5	LA will inform other Shropshire Schools as necessary	
SI6	Police will work with the LA on any joint response and will handle the Press publicity	

Ref'	Generic actions - ongoing response	Tick / sign / time
SI7	<p>If you are pressurised for information either by parents/ carers or the Press, you can provide a holding Press release/ statement:-</p> <p><i>"The Police have been informed and are actively dealing with the incident. Any further request for information should be directed to the press officer of West Mercia Police by dialling 101. When we have any further information Shropshire Council will publish it"</i></p> <p><b>**** please read above statement</b></p>	

## APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

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



## APPENDIX 8 - COMMUNICATIONS

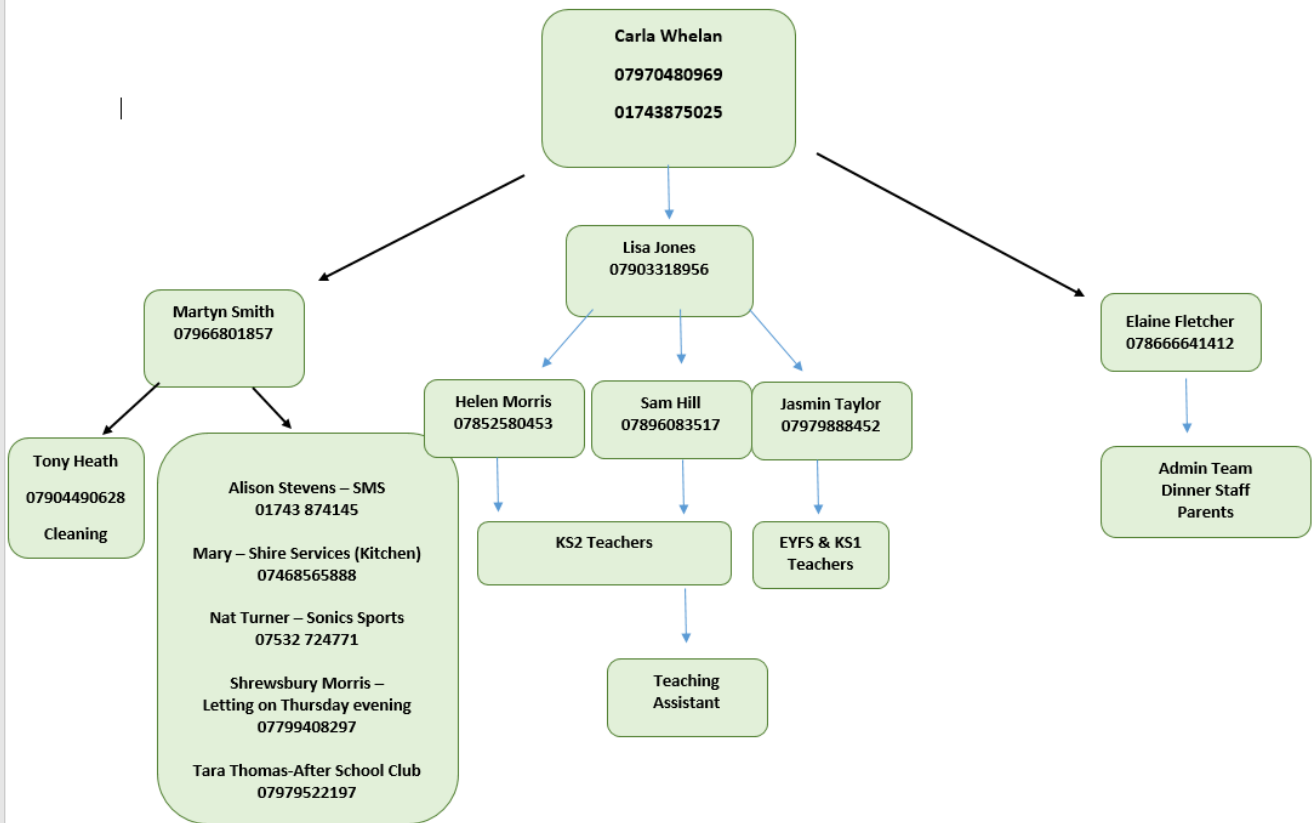
Designated telephone lines	Contact number	Location of telephone
Incoming calls	01743 875020	Main office
Outgoing calls	01743 875020	Main Office

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

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> <li>▪ Example of pre-recorded message</li> <li>▪ Instructions on setting to 'message only' mode</li> <li>▪ Can it be updated remotely or only from the school site?- NO</li> </ul>
School website / extranet	<ul style="list-style-type: none"> <li>▪ <a href="http://www.oakmeadowprimary.co.uk">www.oakmeadowprimary.co.uk</a></li> <li>▪ Who is authorised / trained to edit the website- Headteacher &amp; Admin</li> <li>▪ Can it be updated remotely or only from the school site- Yes</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>▪ <a href="http://www.teacher2parents">www.teacher2parents</a></li> <li>▪ Who is authorised / trained to use the text messaging system - ADMIN</li> <li>▪ Can it be used remotely or only from the school site – YES</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>▪ Instructions for reporting school closures.</li> </ul>
Telephone tree	On page 59
Sign at school entrance	Yes on all entrances
Newsletter	Weekly
Email	Parents, Governors, Teachers, Support staff,
Letter	Emails / hard copies in reception
School notice board	Two- Front of the school & Playground

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

Group	Preferred method of contact	Contact details are available from
Pupils	Telephone & Text	SIMs
Parents / carers	Telephone ,Text & Email	Sims & Teacher2parents, Outlook
Governors	Email	Outlook & Teacher2parents



## APPENDIX 9 - BOMB THREATS

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

Time of call:

.....

Telephone number you were contacted on:

.....

Exact wording of the threat:

.....

.....

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

Where is the bomb right now?

.....

When will it explode?

.....

What does it look like?

.....

What kind of bomb is it?

.....

What will cause it to explode?

.....

Did you place the bomb? If so why?

.....

What is your name?

.....

What is your telephone number?

.....

What is your address?

.....

.....

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

Did dialling 1471 work?

.....

Time the call ended:

.....

**+ Immediately contact the Police (999) and headteacher / nominee.**

**+ Carry out further actions based on Police advice (including any required evacuation).**

What gender was the caller?

☐ Male

☐ Female

Approximately how old was the caller?

.....

Did the caller use a codeword?

.....

Did the caller have an accent?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

☐ Normal

☐ Loud

- ☐ Quiet
- ☐ Whispered
- ☐ Clear
- ☐ Disguised
- ☐ Well spoken
- ☐ Poorly spoken
- ☐ Deep
- ☐ High pitched
- ☐ Hoarse
- ☐ Nasal
- ☐ Impediment
- ☐ Stutter
- ☐ Lisp
- ☐ Slurred
- ☐ Other

At what pace did the caller speak?

- ☐ Normal
- ☐ Quick
- ☐ Slow

What manner did the caller have?

- ☐ Normal
- ☐ Calm
- ☐ Excited
- ☐ Laughing
- ☐ Upset
- ☐ Angry
- ☐ Rational
- ☐ Irrational
- ☐ Irritated
- ☐ Muddled
- ☐ Other

Were there any distinguishable background noises?

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Notes:

## APPENDIX 10 - SUSPICIOUS PACKAGES

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

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

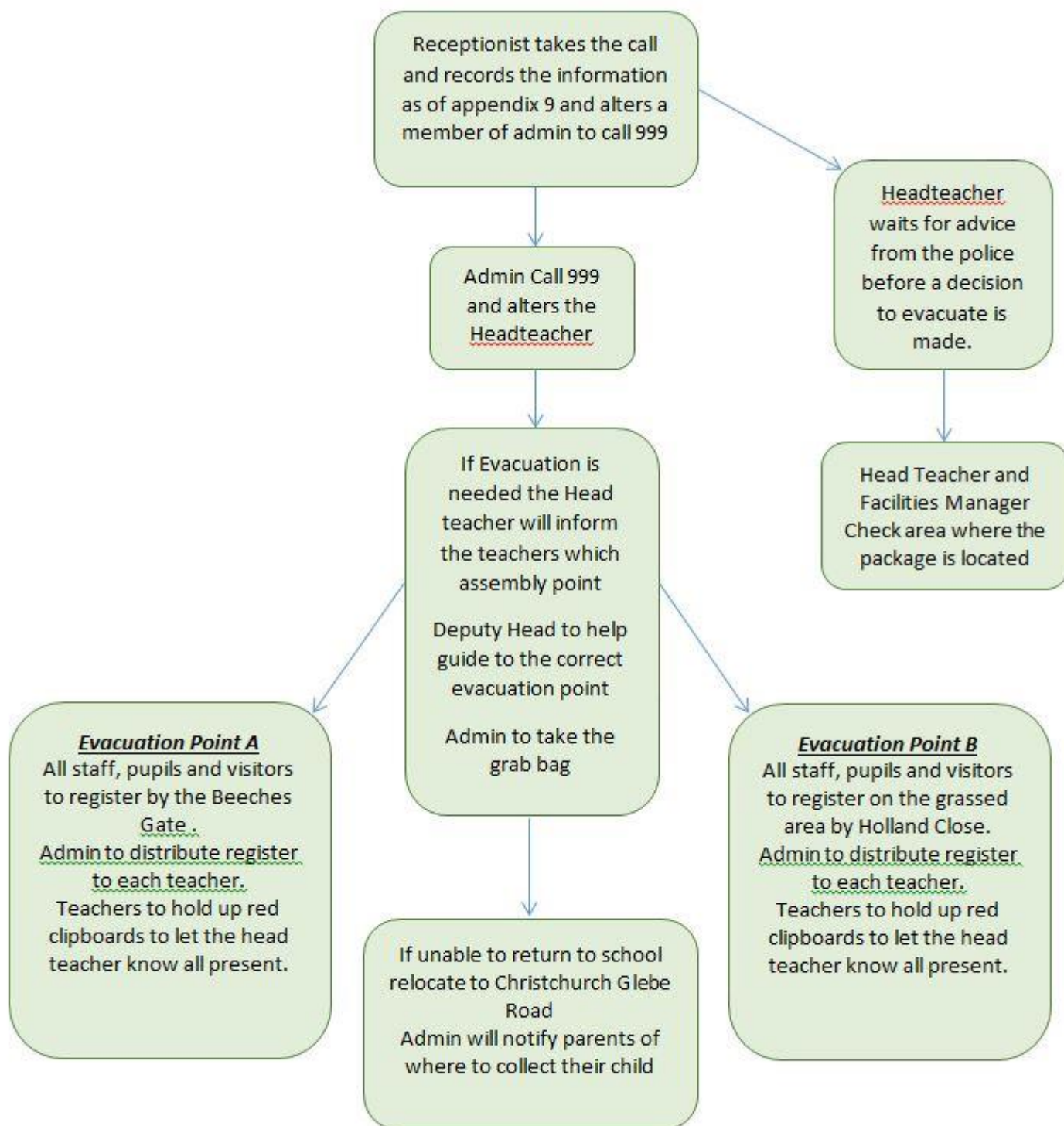
The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

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

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

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

SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	
-----	--	--





## APPENDIX 11 - LOG-KEEPING GUIDELINES

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

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

+ Use plain and concise language.

+ Keeps records of any expenditure.

+ Do not remove any pages.

+ Do not use correction fluid.

**END OF DOCUMENT**