



# **CRISIS MANAGEMENT & BUSINESS CONTINUITY PLAN**

**for**

**Cobden Primary School**

**Hume Street**

**2021 - 2022**

**Detailing arrangements for:**

**Crisis Management**

**Business Continuity**

**Recovery and Resumption of**

**Normal School Activity**

<b>Section</b>	<b>Content</b>	<b>Page No.</b>
<b>1.0</b>	<b>About this Plan</b>	<b>3</b>
1.1	Document Control	3
1.2	Plan Purpose	3
1.3	Plan Remit	3
1.4	Plan Owner	3
1.5	Plan Distribution	4
1.6	Plan Storage	4
1.7	Plan Review Schedule	4
	<b>Crisis Management Flow Chart</b>	<b>5</b>
<b>2.0</b>	<b>Plan Activation</b>	<b>6</b>
2.1	Circumstances	6
2.2	Responsibility for Plan Activation	6
2.3	Escalating a Serious Incident	7
2.4	Emergency Incident Room	<b>7</b>
2.5	Evacuation to *****Primary School	<b>9</b>
2.6	Parents/Guardians Visiting the Premises	<b>9</b>
2.7	Managing the Media	<b>9</b>
2.8	Bereavement Policy	<b>10</b>
<b>3.0</b>	<b>Roles and Responsibilities</b>	<b>11</b>
3.1	School Incident Management Team	11
3.2	Additional Response and Recovery Roles	12
3.3	The Role of Governors	14
<b>4.0</b>	<b>Incident Management</b>	<b>15</b>
4.1	Purpose of the Incident Management Phase	15
4.2	Incident Management Actions	15
<b>5.0</b>	<b>Business Continuity</b>	<b>20</b>
5.1	Purpose of the Business Continuity Phase	20
5.2	Business Continuity Actions	20
5.3	Business Continuity Strategies	21
<b>6.0</b>	<b>Recovery and Resumption</b>	<b>24</b>
6.1	Purpose of the Recovery and Resumption Phase	24
6.2	Recovery and Resumption Actions	24
<b>7.0</b>	<b>Appendices</b>	<b>25</b>

--	--	--

## 1.0 About this Plan

### 1.1 Document Control

Date	Revision/Amendment Details & Reason	Author
1 <sup>st</sup> March 2022	Update to plan	Carl Saunders

### 1.2 Plan Purpose

To provide a flexible response so that Cobden Primary School can:

- Respond to a disruptive incident (crisis management)
- Maintain delivery of critical activities during an incident (business continuity)
- Return to 'business as usual' (resumption and recovery)

For the purposes of this document, a major emergency during an **off-site** activity is defined as:

***“When a pupil or a member of staff of Cobden Primary School, in the course of officially recognised activities, has suffered serious injury or fatality or is missing from an off-site activity”.***

Guidance on off-site activities is available from Leicestershire Educational Visits Adviser.

### 1.3 Plan Remit

The following school functions are covered by this Plan:

- Teaching, school administration, catering, out of hours clubs, school trips, governor meetings

The following school premises are covered by this Plan:

- School buildings and grounds

## 1.4 Plan Owner

The Headteacher and Crisis Management Team is this Plan's Owner and responsible for ensuring that it is maintained, exercised and updated in accordance with School Policy for reviewing business continuity and emergency response plans.

Function of the Crisis Management Team:

- to act as the decision-making authority for the management of an incident.
- to develop the procedures and practices to be used for handling emergency situations and communicating these to all those involved or affected.
- to establish and maintain an **incident room** which will have the necessary equipment available for rapid activation during an emergency. The equipment includes communications equipment, emergency plans and procedures, a log to record all actions taken during the crisis, necessary office equipment/supplies and appropriate maps and building plans.
- to test the Crisis Management Plan on a regular basis to ensure that it is suitable and sufficient and amend it as necessary.

## 1.5 Plan Distribution

This Business Continuity Plan is distributed as follows:

NAME	ROLE	ISSUE DATE
C Saunders	Headteacher	March 2022
M Smith	Deputy Headteacher	March 2022
A Simpson	Assistant Headteacher	March 2022
D Jones	Office Manager	March 2022
S Murray	Chair of Governors	March 2022
M.Johnson	Site Manager	March 2022

## 1.6 Plan Storage


All parties on the distribution list, see above, are required to safely and confidentially store a copy of this plan at their regular place of work **and** off-site i.e. at home/ in vehicles (if appropriate) / in grab bags. Additional copies must be stored on secure email accounts so that it can be instantly accessible from anywhere.




## 1.7 Plan Review Schedule

This Plan will be updated as required and formally reviewed in line with the School's review timetable of once every four years.

Quick Reference - Need to manage evacuation of building eg Fire or part of building posing a danger

## Crisis Management Flow Chart





<b>Incident Reported</b> 
<b>Establish the facts</b> <b>Inform the Headteacher/or person in charge on site</b> <b>Notify / request Emergency Services if appropriate</b>

<b>Immediate Action</b> 	<b>Short Term Action</b> (first 24 hours) 	<b>First Few Days and Beyond</b> 
Ensure safety of all personnel and student information is accessible (via electronic means – CPOMS, Weduc, Inventory Evac). Grab bags secured.	Set up the Emergency Incident Room Limehurst High School	Make any necessary recovery arrangements: repairs, replacements etc
Verify the facts Scale of threat	Use Fax line for outgoing calls	Continue regular updates for staff, pupils, governors, parents
Convene the Crisis Management Team and allocate tasks – see App L	Ensure all external agencies are updated	Start putting together a full report of the incident and actions by the school
<b>Start an Incident Log</b>	Contact specialist contractors if required	Ensure that the systems put into place are reviewed and any changes made
Notify Education Effectiveness Ask for help if needed	Check psychological support is sufficient	
Contact other staff and governors for support as required, particularly if out of hours	Crisis Management Team meets at regular intervals	Make plans to mark the event: special assembly
Make arrangements to close/open the school or cancel activities should a return to the building be prohibited	Issue regular updates for staff, children, governors, parents via: staff meetings, assemblies, Weduc message /letters, TEAMS	Evaluate the Crisis Management Plan and amend as necessary
Provide recorded message on answerphone for parents, etc Contact the media if	Start planning the return to normality	Formally thank those involved in supporting the Crisis

appropriate.		
--------------	--	--

## Quick Reference (Evacuation of whole site-high level threat)

### Crisis Management Flow Chart

Incident Reported		
		
Establish the facts		
<p><b>Inform the Headteacher/or person in charge on site</b>  <b>Notify / request Emergency Services if appropriate</b>  <b>Contact police to request assistance in getting pupils to Limehurst</b>  <b>Contact Admin at Limehurst to warn of our arrival to Sports hall (01509 263444)</b></p>		
Immediate Action Site evacuation	Short Term Action (first 24 hours)	First Few Days and Beyond
		
Ensure safety of all personnel and student information is accessible (via electronic means – CPOMS, Weduc, Inventory Evac). Grab bags secured.	Set up the Emergency Incident Room Limehurst High School	Make any necessary recovery arrangements: repairs, replacements etc
Verify the facts	Use mobiles for contact arrangements	Continue regular updates for staff, pupils, governors, parents
Convene the Crisis Management Team and allocate tasks – see App L		Start putting together a full report of the incident and actions by the school
<b>Start an Incident Log</b>	Contact specialist contractors if required	
Notify CSD. (See App B for Tel Number) Ask for help if needed	Check psychological support is sufficient	
Contact other staff and governors for support as required, particularly if out of hours	Crisis Management Team meets at regular intervals	Make plans to mark the event: special assembly, memorial, plaque, etc
Make arrangements to close the school	Issue regular updates for staff, children, governors, parents via: staff meetings, assemblies, Weduc message /letters, TEAMS	Evaluate the Crisis Management Plan and amend as necessary
Provide recorded message on answerphone for parents, etc Contact the media if appropriate.	Start planning the return to normality	Formally thank those involved in supporting the Crisis

## 2.0 Plan Activation

### 2.1 Circumstances

This Plan will be activated in response to an incident causing significant disruption to the School, particularly the delivery of key/critical activities.

Examples of circumstances triggering activation of this Plan include:

#### Moderate Crisis

- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather (snowfall), transport disruption
- Loss of critical systems e.g. ICT failure, power outage, boiler failure in winter
- Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical school activity such as your catering provider or any providers of transport e.g. for SEN pupils
- Danger presented by damage due to vandalism/extreme weather

#### Extreme Crisis

- Intruder on premises/Hostage taking/Abduction
- Denial of access, or damage to, facilities e.g. loss of a building through explosion, fire or chemical hazard, an external emergency with the School in the Emergency Service's cordon preventing access
- Terrorist incident
- Serious health hazards or infectious outbreak
- Environmental disaster, severe flood, high winds

### 2.2 Responsibility for Plan Activation

A member of the nominated **Crisis Management Team**<sup>1</sup> will normally activate and stand down this Plan.

#### 2.2.1 Alerting the Crisis Management Team and Off-site Activities

The school's Crisis Management Team (CMT) will be alerted, according to the type of incident, whether it is on or off-site and whether it is in or out of normal working hours. (See *Appendix A for members of the CMT*.)

If the emergency occurs **during normal working hours**, the Headteacher, or in his / her absence the Deputy Headteacher or one of the senior members of staff, will alert the CMT.

#### Off-site activities

---

<sup>1</sup> See Section 3.1 for the responsibilities your Crisis Management Team



The following information must be taken by group leaders on all off-site activities, whether these are day-trips or residential trips.

- Emergency Contact Numbers for LEA and Other Agencies (given in Appendix A)
- Emergency contact numbers for members of the Crisis Management Team (including the Reserve Team) – *this applies to residential trips only*
- Emergency contact details for parents/carers of all children involved in the off-site activity
- All available medication information on the children involved in the off-site activity

**Note:** As some of the above information is confidential, where possible it should be in the Group Leader's possession at all times while out on a trip.

If the incident is **off-site, or out of normal working hours** and depending on the information received, it will be the Group Leader who will initiate the contact with the Headteacher, or in his absence the Deputy Headteacher. If neither are available, they should contact another member of the Crisis Management Team Crisis Line. (*See Appendix A for emergency contact numbers*).

## 2.3 Escalating a Serious Incident

All serious incidents should be reported to Crisis Line Helpline Number: 01163058258. If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated.

All incidents affecting the physical infrastructure of the School should be reported to Leicestershire Health and Safety Services on **0116 305 8258** who will then advise or take appropriate action to support the School's response to an incident in terms of activating other Council Services and partner agencies as required, in particular, the following will be activated, as appropriate:

- **Off-site Response Team:** To provide support at the "incident locality" at an off-site emergency, whether in the UK or abroad. The team will consist of appropriately experienced Health and Safety officers, together with staff from the school in crisis, when appropriate.
- **HR Wellbeing:** Will also provide support in respect of critical incident stress debriefing if required.
- **Insurance and Risk Management:** The Insurance and Risk Management team will be notified of the emergency as soon as possible and, if appropriate, will send a representative to provide support and guidance to the school in crisis.
- **Strategy Support:** Where damage to building(s) has occurred, Scott Boyles will provide support on structural issues, refurbishment and/or temporary accommodation, etc.

## 2.4 Emergency Incident Room

2.4.1 In the event of an emergency, it is essential that adequate provision be made for the

CMT to manage it. In this respect, an Emergency Incident Room will be set up within the school or at Limehurst High School should the school need to be fully evacuated. Contact no 01509 263444

**Note:** If the school building is out of action, an Emergency Incident Room will be set up at Limehurst High school. In this situation, the “emergency grab bag” containing important information must be taken by the school administration staff to that school.

2.4.2 The procedures detailed below assume that the structure of the building has not been affected. In circumstances other than this, the procedures can be used as an aide memoire for staff to consider the issues that need to be addressed at whatever location has been designated for the Emergency Incident Room.

#### Security of the site

During any emergency, the media may try to gain access to the site and it is, therefore, desirable that the perimeter of the site is secure. The Police may assist in this respect and should be asked to attend at the earliest opportunity. The media may try to interview or obtain comments from parents or others arriving at the school. Therefore, it may be necessary to have an official at or near to the gates to monitor the situation.

#### Security of the building

Security of the building is essential. Therefore, all exterior doors must be secure. All ingress and egress should be restricted to the main entrance (bearing in mind that emergency exits must remain available for use). If it is felt necessary to use one of the other doors as an additional exit, then it should be always attended by a responsible member of staff. A reception and security check should also be set up to record people entering and leaving the building.

#### Communications

Effective communications are essential to bring the emergency to a successful conclusion. Fixed landline communications provide the best solution but other means, such as mobile phones, radios and Internet communications, should also be considered. If necessary, BT may be able to provide additional lines at short notice.

If the Emergency Incident Room is set up outside the school, it will be necessary to pass all available telephone numbers to all parties concerned, including the number parents should use. The following is recommended:

- an answerphone, giving up-to-date information, is fitted to the school’s main telephone line
- the existing fax line is used for outgoing calls dealing with the emergency response.
- A separate number (i.e., one of the direct dial numbers, or HT mobile telephone number, currently being used by the HT, DHT or SBM or the school mobile) would be given to essential callers, such as the offsite team, County Council contacts etc. who would then have a better chance of contacting the school. This telephone number would be the one used in the Incident Room (the school’s meeting room).

It is essential that all incoming messages are logged and that any decisions/actions are recorded, (See *Appendix B*). Such records would be required for any subsequent debrief or inquiry.

To prevent any delay in setting up the Incident Room, a checklist of issues to be considered when establishing the Incident Room is set out in Appendix C.

## **2.5 Evacuation of Cobden Primary School**

If the school building is out of action, an Emergency Incident Room will be set up at Limehurst High school for pupils and staff. The Deputy Headteacher or other senior leader in his absence will lead the evacuation of pupils and staff. The Headteacher assisted by the Premises Officer and office Manager will coordinate all other matters linked to the emergency. Once the pupils are safely re-located then parents/carers will be contacted via school Coms.

## **2.6. Parents/Guardians Visiting the Premises**

Where an emergency has affected a local community, parents/guardians and relatives will want to visit the school and gain comfort from being there and being together. An area must be set aside to accommodate this; the **Main Hall** may be adequate for this purpose. The advantage of using a hall is that it can normally accommodate a large number of people, and makes updating those present an easier task.

### Individual Counselling

Consideration must be given to those requiring individual counselling, and a suitable room(s) should be identified for this purpose. The First Aid Room could be used for this purpose. Note: Counselling might also be required for life-threatening injuries.

## **2.7 Managing the Media**

An initial press briefing will be given as soon as possible (See Appendix H). All briefing sessions to the media will take place at the School Gates.

Where possible only the Headteacher will talk to the media. In his / her absence, the Deputy Headteacher, Assistant Headteacher or Chair/Vice Chair of Governing Body will take on this task. Only essential facts will be shared initially - 'The situation is being managed and further details will be given once the situation becomes clearer'

The Crisis Management Team would agree statements to the press. If regular briefings were necessary, then a briefing room should be set up.

Security measures should be taken to ensure that the privacy of the family and friends' area is maintained.

Any room used for press briefings should be cleared of all items relating to children, young people or staff, which the press could use in their reporting.

All staff will be reminded that they must not talk to the press at any time. They will also be asked to inform their relatives and friends not to talk to the press.

## **2.8. Bereavement Policy**

During a crisis, school staff should also consider provision of bereavement support for children, young people and staff. The four main events which could affect the school community are:

- 1 Death of a child or young person
- 2 Death of a parent, carer or sibling of a child or young person
- 3 Death of a teacher or other member of staff
- 4 A tragedy affecting a section of their community

Children, young people and families expect schools to provide a safe and predictable environment; however, they may also be places where children and young people find it difficult to manage their thoughts and emotions. It is important that staff endeavour to foster an environment that is compassionate, yet disciplined, whilst at the same time being sensitive to the children's and young people's needs.

Consideration will be given to the following points:

1. Social, cultural and religious issues.
2. Identifying key members of staff:
  - who will be responsible for giving information to staff, children and young people
  - who on the staff team will take on the role of supporting children and young people
3. Communication and information sharing with families is vital. Before disseminating any information, make sure that all facts have been verified. Always be honest with children and young people and give them the facts.
4. Children and young people will need to be given time to grieve. Be aware of, and be prepared for, obvious upset and other emotional responses. Identify a quiet place for a bereaved child or young person to go when they feel that they cannot cope with the demands of the learning environment.
5. It is good practice to develop and maintain a resource bank of materials that can be used by staff, children and young people and these resources should be available for children and young people to use or borrow as appropriate.

6. Bereavement issues should be addressed through the PSHE curriculum. Many aspects of this work are already incorporated into the SEAL (Social and Emotional Aspects of Learning) materials or other scheme.

7. Consider training events for staff to attend:

- a have an awareness of training needs
- b provide a rolling programme of training within school

8. How the school will communicate with, and manage, the media in certain difficult and potentially emotive situations.

9. Make contact with appropriate external agencies, eg the Educational Psychology Service, which can offer support and guidance when dealing with bereavement.

The school will ensure it is aware of the needs of all members of its community and will foster a caring attitude and consider the emotional well-being of all of those involved in a bereavement, Debriefing opportunities will be made available for key staff who have been involved in supporting traumatised children and young people.

## 3.0 Roles and Responsibilities

### 3.1 School Crisis Management Team

Role	Responsibilities	Accountability / Authority
Headteacher	<ul style="list-style-type: none"> <li>▪ Senior responsible owner of Business Continuity Management in the School</li> <li>▪ Ensuring the School has capacity within it's structure to respond to incidents</li> <li>▪ Determining the School's overall response and recovery strategy</li> </ul>	The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis.
Headteacher / SLT / C of G / Governing body team	<ul style="list-style-type: none"> <li>▪ Business Continuity Plan development</li> <li>▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc</li> <li>▪ Involving the School community in the planning process as appropriate</li> <li>▪ Plan testing and exercise</li> <li>▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved</li> <li>▪ Training staff within the School on Business Continuity</li> </ul>	Business Continuity Co-ordinator reports directly into the Headteacher and will usually be a member of the School Crisis Management Team.

	<ul style="list-style-type: none"> <li>▪ Embedding a culture of resilience within the School, involving stakeholders as required</li> </ul>	
<b>School Crisis Management Team</b> <i>(including Business Continuity Coordinator and Headteacher)</i>	<ul style="list-style-type: none"> <li>▪ Leading the School's initial and ongoing response to an incident</li> <li>▪ Declaring that an 'incident' is taking place</li> <li>▪ Activating the Business Continuity Plan</li> <li>▪ Notifying relevant stakeholders of the incident, plan activation and ongoing response actions</li> <li>▪ Providing direction and leadership for the whole School community</li> <li>▪ Undertaking response and communication actions as agreed in the plan</li> <li>▪ Prioritising the recovery of key activities disrupted by the incident</li> <li>▪ Managing resource deployment</li> <li>▪ Welfare of Pupils</li> <li>▪ Staff welfare and employment issues</li> </ul>	<p>The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.</p>

The following Staff have been identified as the School's Incident Management Team:

<b>Name</b>	<b>Role</b>	<b>Contact Details</b>
Carl Saunders	Headteacher	Mobile number: 07888 833 246 Email: <a href="mailto:csaunders@cobden.leics.sch.uk">csaunders@cobden.leics.sch.uk</a>
Michelle Smith	Deputy Headteacher	Mobile number: 07970 129 840 Email: <a href="mailto:msmith@cobden.leics.sch.uk">msmith@cobden.leics.sch.uk</a>
Alison Simpson	Assistant Headteacher	Mobile number: 07942 972 100 Email: <a href="mailto:asimpson@cobden.leics.sch.uk">asimpson@cobden.leics.sch.uk</a>
Debbie Jones	School Office Manager	Mobile: 07812 373 535 Email: <a href="mailto:office@cobden.leics.sch.uk">office@cobden.leics.sch.uk</a> Out of Hours Contact Details: 01509 561476
Sarah Murray	Chair of Governors	Mobile Number: 07922 552 166 Email Address: <a href="mailto:smurray@cobden.leics.sch.uk">smurray@cobden.leics.sch.uk</a>
Mick Johnson	Site Manager	Mobile: 07572 123 303 Email: <a href="mailto:mjohnson@cobden.leics.sch.uk">mjohnson@cobden.leics.sch.uk</a>
Limehurst High School	Admin	01509 263444

## 3.2 Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

<b>Role</b>	<b>Responsibilities</b>	<b>Accountability / Authority</b>
Incident Log (record keeper)	<ul style="list-style-type: none"> <li>▪ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately</li> </ul>	Reporting directly to the Headteacher or School Incident Management Team.
Media Coordinator	<ul style="list-style-type: none"> <li>▪ Collating information about the incident for dissemination in Press Statements</li> <li>▪ Liaison with Leicestershire Council's Press Office to inform media strategy</li> </ul>	The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media.
Stakeholder Liaison	<ul style="list-style-type: none"> <li>▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all):               <ul style="list-style-type: none"> <li>○ Governors</li> <li>○ Parents/Carers/carers</li> <li>○ Key Leicestershire Council Services</li> <li>○ School Crossing Patrol</li> <li>○ School Transport Providers</li> <li>○ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc</li> </ul> </li> </ul>	All communications activities should be agreed by the School Crisis Management Team. Information sharing should be approved by the Headteacher (or School Crisis Management Team if the Headteacher is unavailable).
Facilities Manager	<ul style="list-style-type: none"> <li>▪ Undertaking duties as necessary to ensure site security and safety in an incident</li> <li>▪ Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure</li> <li>▪ Lead point of contact for any Contractors who may be involved in incident response</li> </ul>	Reporting directly to the Headteacher or School Crisis Management Team.
IT Technicians	<ul style="list-style-type: none"> <li>▪ Ensuring the resilience of the School's ICT infrastructure</li> <li>▪ Liaison with Manchester City Council ICT support or external providers (if applicable)</li> <li>▪ Work with the Business Continuity</li> </ul>	ICT Technicians reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reporting to the School Crisis

	Coordinator to develop proportionate risk responses	Management Team.
Recovery Coordinator	<ul style="list-style-type: none"> <li>▪ Leading and reporting on the school's recovery process</li> <li>▪ Identifying lessons because of the incident</li> <li>▪ Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development</li> </ul>	Is likely to already be a member of the School Crisis Management Team, however, will remain focussed on leading the recovery and resumption phase. Reports directly to Headteacher.

### 3.3 The Role of Governor

Role	Responsibilities	Accountability / Authority
Board of Governors	<ul style="list-style-type: none"> <li>▪ Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents</li> <li>▪ Undertaking actions as required to support the school's response to a disruptive incident and subsequent recovery</li> <li>▪ Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable</li> <li>▪ Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers</li> </ul>	<p>Liaison with the Headteacher or School Crisis Management Team in response to a crisis.</p> <p>Reporting progress in developing Business Continuity Plans to Parents/Carers</p>



## 4.0 Incident Management

Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt School activities e.g. computer virus, flu pandemics, a pre - planned strike, forecast for heavy snow or a power outage etc

### 4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

- Protect the safety and welfare of pupils, staff, visitors and the wider community
- Protect vital assets e.g. equipment, data, reputation
- Ensure urgent and necessary communication takes place
- Support the Business Continuity phase
- Support the Recovery and Resumption phase

### 4.2 Incident Management Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> <li>▪ Survey the scene</li> <li>▪ Assess (i.e. scale/severity, duration &amp; impact)</li> <li>▪ Disseminate information (to others)</li> </ul>	Gather and share information to facilitate decision-making and enhance the response  <i>A full impact assessment form can be found in Appendix D</i>	<input type="checkbox"/>
2.	Call the Emergency Services (as appropriate)	<b>TEL: 999</b> Provide as much information about the incident as possible	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
3.	<p>Evacuate the School building, if necessary.</p> <ul style="list-style-type: none"> <li>▪ Consider whether it may be safer or better for the welfare of pupils to stay within the School premises and congregate at a relative place of safety indoors.</li> <li>▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities</li> <li>▪ Notify relevant stakeholders of site evacuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use normal fire evacuation procedures for the School</li> <li>▪ Consider arrangements for staff/pupils with special needs</li> <li>▪ If the decision is to stay within the School, ensure the assembly point is safe and take advice from Emergency Services as appropriate</li> </ul>	<input type="checkbox"/>
4.	Ensure all Pupils, Staff and any School Visitors report to the identified Assembly Point.	<p>The normal <b>Assembly point</b> for the School is the school playground or MUGA.</p> <p>An alternative is on the green near Fearon Hall</p>	<input type="checkbox"/>
5.	Check that all Pupils, Staff, Contractors and any Visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contractors, volunteers and visitors as a priority	Registers, signing in books, maintenance file, electronic register logs	<input type="checkbox"/>
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	<input type="checkbox"/>
8.	Identify School Incident Management Team to undertake specific emergency response roles	<i>Information on roles and responsibilities can be found in Section 3.0</i>	<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	<i>The Log template can be found in Appendix B</i>	<input type="checkbox"/>
10.	Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident	<input type="checkbox"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
11.	<ul style="list-style-type: none"> <li>▪ Take further steps to assess the impact of the incident</li> <li>▪ Agree response / next steps</li> </ul>	Continue to record key decisions and actions in the incident log <i>The impact assessment form can be found in Appendix D.</i>	<input type="checkbox"/>
12.	Log details of all items lost by Pupils, Staff, Visitors etc as a result of the incident, if appropriate	<i>A form for recording this information is in Appendix E</i>	<input type="checkbox"/>
13.	Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance	Depending on the incident, the following Teams in Children's Services may be approached to assist with incident management: <ul style="list-style-type: none"> <li>▪ Management Support for Schools</li> <li>▪ Planning and Accommodation Support Service</li> <li>▪ Education Psychology Service</li> <li>▪ LPAP schools</li> </ul>	<input type="checkbox"/>
14.	If appropriate, arrange contact with the Council Press Office via Management Support for Schools.	Establish a media area if necessary.	
15.	Assess the key priorities for the remainder of the working day and take relevant action	Consider actions to ensure the health, safety and well-being of the School community at all times. Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc to ensure the impact of the disruption is minimised. <i>Business Continuity Strategies are documented in Section 5.3</i>  Consider the School's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.	<input type="checkbox"/>
16.	Ensure Staff are kept informed about what is required of them	Consider: <ul style="list-style-type: none"> <li>▪ what actions are required</li> <li>▪ where staff will be located</li> <li>▪ Notifying Staff who are not currently in work with details of the incident and actions undertaken in response</li> </ul>	<input type="checkbox"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
17.	Ensure Pupils are kept informed as appropriate to the circumstances of the incident	Consider communication strategies and additional support for pupils with special needs. Consider the notification of pupils not currently in School. Text messaging service will be used.	<input type="checkbox"/>
18.	Ensure Parents/Carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Agree arrangements for parents/carers collecting pupils at an appropriate time Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update	<input type="checkbox"/>
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident	Communication via messages and emails through TEAMS or Outlook channels	<input type="checkbox"/>
20.	Consider the wider notification process and the key messages to communicate	Local Radios may be useful in broadcasting key messages	<input type="checkbox"/>
21.	Communicate the interim arrangements for delivery of critical School activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate This will be done via the school website and VLE	<input type="checkbox"/>
22.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident The Financial Expenditure Log can be found in Appendix F	<input type="checkbox"/>
23.	Seek specific advice/ inform your Insurance Company as appropriate	Insurance Policy details can be on a secure disk kept off site	<input type="checkbox"/>
24.	Ensure recording process in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required	<input type="checkbox"/>

## 5.0 Business Continuity

### 5.1 Purpose of the Business Continuity Phase

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

### 5.2 Business Continuity Actions

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners	<input type="checkbox"/>
2.	Evaluate the impact of the incident	<p>Take time to understand the impact of the incident on 'business as usual' School activities by communicating with key stakeholders to gather information.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>▪ Which School activities are disrupted?</li> <li>▪ What is the impact over time if these activities do not continue?</li> <li>▪ Would the impact be:               <ul style="list-style-type: none"> <li>○ Manageable? <input type="checkbox"/></li> <li>○ Disruptive? <input type="checkbox"/></li> <li>○ Critical? <input type="checkbox"/></li> <li>○ Disastrous? <input type="checkbox"/></li> </ul> </li> <li>▪ What are current staffing levels?</li> <li>▪ Are there any key milestones or critical activity deadlines approaching?</li> <li>▪ What are your recovery time objectives?</li> <li>▪ What resources are required to recover critical activities?</li> </ul>	<input type="checkbox"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3)	Consider: <ul style="list-style-type: none"> <li>▪ Immediate priorities</li> <li>▪ Communication strategies</li> <li>▪ Deployment of resources</li> <li>▪ Finance</li> <li>▪ Monitoring the situation</li> <li>▪ Reporting</li> <li>▪ Stakeholder engagement</li> </ul> Produce an action plan for this phase of response.	<input type="checkbox"/>
4.	Log <b>all</b> decisions and actions, including what you decide <b>not</b> to do and include your decision making rationale	Use the Decision and Action Log to do this. The log template can be found in Appendix B	<input type="checkbox"/>
5.	Log all financial expenditure incurred	The Financial Expenditure Log can be found in Appendix F	<input type="checkbox"/>
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff	<input type="checkbox"/>
7.	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc	<input type="checkbox"/>
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.	<input type="checkbox"/>

### 5.3 Business Continuity Strategies

	<b>Arrangements to manage a loss or shortage of Staff or skills</b>	<b>Further Information</b> (e.g. Key contacts, details of arrangements, 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, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave	

3.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> <li>• Larger class sizes (subject to adult and child ratios)</li> <li>• Use of Teaching Assistants, Student Teachers, Learning Mentors etc</li> <li>• Virtual Learning Environment opportunities</li> <li>• Pre-prepared educational materials that allow for independent learning</li> <li>• Team activities and sports to accommodate larger numbers of pupils at once</li> </ul>	
4.	Suspending 'non critical' activities and focusing on your 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	

<b>Arrangements to manage denial of access to your premises or loss of utilities</b>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other Schools	
2.	By arrangements with other premises in the community i.e., Libraries, Leisure Centres, Colleges, University premises	
3.	Virtual Learning opportunities initiated – see Blended Learning Strategies	
4.	Localising the incident e.g., isolating the problem and utilising different sites or areas within the school premises portfolio	
5.	Off-site activities e.g., swimming, physical activities, school trips	

<b>Arrangements to manage loss of technology / telephony / data / power</b>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Key data is stored on - SIMS, CPOMS, Weduc, TEAMS cloud-based information	
2.	Reverting to paper-based systems e.g., paper registers, whiteboards etc	
3.	Online / blended learning / flexible lesson plans to be prepared according to Blended Learning guidance documentation	
4.	Emergency generator e.g., Uninterruptible Power Supply	

	(UPS)	
5.	Emergency lighting	

<b>Arrangements to mitigate the loss of key suppliers, third parties or partners</b>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers	
2.	Ensuring all external providers have business continuity plans in place as part of contract terms	
3.	Insurance cover	
4.	Using mutual support agreements with other Schools	
5.	Using alternative ways of working to mitigate the loss e.g., suspending activities, adapting to the situation, and working around it	



## 6.0 Recovery and Resumption

### 6.1 Purpose of the Recovery and Resumption Phase

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

### 6.2 Recovery and Resumption Actions

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long-term support needs of Staff and Pupils	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of Counselling Services	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect by email and text message	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with Staff (and possibly with Pupils). Complete a report to document opportunities for improvement and any lessons identified	The incident de-brief report should be reviewed by all members of the School Crisis Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.	<input type="checkbox"/>
5.	Review this Continuity Plan in light of 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 Business Continuity Team	<input type="checkbox"/>

## 7.0 Appendices

	<b>Content</b>
A	Key Contact List
B	Log of Events, Decisions and Actions
C	Emergency Incident Room Checklist
D	Impact Assessment Form
E	Lost Property Form
F	Contents of Emergency Grab Bag
G	Critical Incident Decision Making Tool
H	Press Statement

## KEY CONTACTS LIST

CONTACT	TELEPHONE NUMBER
<b>School Contacts</b>	
Headteacher	07888 833 246
Deputy Headteacher	07970 129 840
Assistant Headteacher	07942 972 100
School Office Manager	07812 373 535
Chair of Governors	07922 552 166
Site Manager	07572 123 303
Limehurst High School	01509 263 444
Education Effectiveness Partners	0116 305 6919
Police – your local station/community officer	0116 222 2222
Fire & Rescue Services	999 or 101
Hospital – your nearest A&E	01509 611600
All Saints Church	01509 217 029
BBC Radio Leicester	0116 251 6688
Health Protection Leicester	01572 722 577
Meningitis freephone number	080 8800 3344
<b>Other Useful Contacts</b>	
Foreign Office	020 7270 1500

<b>Useful websites</b>	
School website / extranet	<a href="#">Home   Cobden Primary School</a>
Local authority	<a href="#">Education Performance   Leicestershire Traded Services</a>
National Health Service	<a href="http://www.nhs.uk/111">www.nhs.uk/111</a>
Department for Education	<a href="http://www.gov.uk/dfes">www.gov.uk/dfes</a>
Foreign & Commonwealth Office	<a href="http://www.gov.uk/fco">www.gov.uk/fco</a>
Environment Agency	<a href="http://www.gov.uk/ea">www.gov.uk/ea</a>
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	<a href="#">HSE: Information about health and safety at work</a>
Teacher Support Network	<a href="http://www.teachersupport.info">www.teachersupport.info</a>



<b>Emergency Incident Room - Checklist</b>		
<b>ACTIVITY</b>	<b>CONSIDERATIONS</b>	
Appoint senior member of staff to run the Emergency Incident Room	The Incident Room will be the meeting room. Appoint governor or Clerk to Governors to assist Bursar. Provide name badges	
<b>SECURITY OF THE SITE</b>		
Ensure all gates are closed and, where possible, position member of staff/governor at each one	Consider asking the Police for help if media become a problem	
<b>SECURITY OF THE BUILDING</b>		
Secure all entrances	Maintain fire exits	
Place signs directing persons to the main entrance		
Set up logging-in procedures at main entrance		
Consider whether additional entrance required	Nominate member of staff / governor to attend and set up logging-in procedure	
<b>COMMUNICATIONS</b>		
Install answerphone onto main phone line and record initial outgoing information		
Set up direct line telephone extension in Incident Room (meeting room)	Ensure those who need to know (i.e. offsite team, Health & Safety Services) are given this direct line tel. number	
For telephones in corridors so that they cannot be used. Inform staff that they must not speak to the press.		
Disconnect fax and use fax telephone for outgoing calls.	Restrict who this number is given to	
Assess numbers of mobile phones available, and ensure they are fully charged	Provide telephone list for office and all members of staff and governors	
Ensure all caller IDs are off		
Test all communications		
Provide message form for all persons likely to take phone or verbal messages	All messages to go to the Incident Room to be logged and passed to SBM for processing	
<b>FAMILY &amp; FRIENDS RECEPTION CENTRE</b>		
Appoint senior member of staff or governor to be responsible for Family & Friends Reception Area	Ensure there is enough help so that parents are not left on their own	
Lay out area with tables and chairs for informal groups	Ensure the regular provision of updated information	
Ensure provision of light refreshments as required		
Provide signs for toilets etc		

Consider closing window blinds to stop media intrusion		
<b>MEDIA INTERVIEWS</b>		
Nominate room to be used for media interviews off the premises	All media interviews to take place at front gate.	
Use room internal to main building only as last resort.	Preferable to use a room at Council Offices. This will ensure separation/ security of room from the remainder of the staff and young people	
Nominate member of staff to clear rooms of all children or young people's information/photos	This is important	
Determine the route the media will be taking from the gate to the briefing room	If the Police are in attendance discuss with them and representative from County Council Communications Team	
<b>WELFARE</b>		
Consider longer term implications	Consider appointing a Logistics Co-ordinator	
Ensure provision of food and drink as necessary		
Prepare rota system for all helpers		
<b>GENERAL</b>		
Ensure Director of Children's Services is aware of all matters		
Confirm communications between Emergency Incident Room and County Emergency Centre (if the CEC has been set up)		
<b>Counselling Rooms</b>		
Nominate one or two rooms for individual counselling	SEN room and/or First Aid Room	
Provide signs for doors	"Vacant" and "No Entry - Counselling in session"	

Impact Assessment Form			
<b>Completed By</b>		<b>Incident</b>	
<b>Date</b>		<b>Time</b>	

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

Question	Logged Response
Which work areas are inaccessible but intact?	
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the School's reputation?	
Other Relevant Information	





## CONTENTS OF EMERGENCY BOX / 'GRAB BAGS'

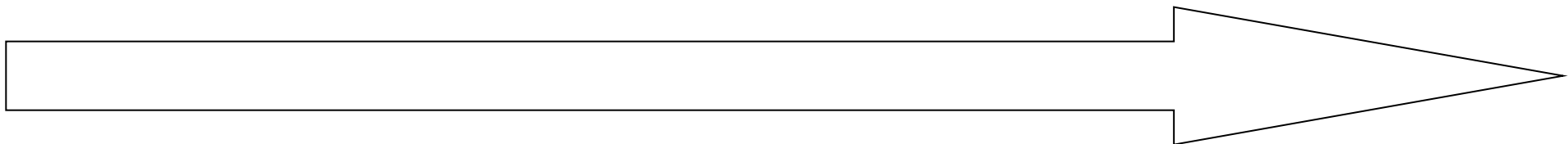
### Grab Bag To Take With Pupils To Limehurst HS

Section	Details
Business Continuity	*Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc held virtually
Organisational Information	School Floor Plan with access codes
Financial Information	*Bank, insurance details, Payroll etc *Assets Register and Insurance Policy
Contact Information	*Staff contact details – held virtually • Parent emergency contact details- held virtually
IT / Equipment Information	key codes/passwords
Equipment and other items	First Aid Kits Epi Pens- collected and placed in bag torch Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper  Whistle / megaphone High visibility jackets

Section	Details
Business Continuity	*Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc held virtually
Organisational Information	School Floor Plan with access codes Pre-Prepared Incident/Closure notices
Financial Information	*Bank, insurance details, Payroll etc *Assets Register and Insurance Policy
IT / Equipment Information	key codes/passwords
Equipment and other items	First Aid Kit Epi Pens- collected and placed in bag torch Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper Torches Whistle / megaphone High visibility jackets. Barrier tape.

## Critical Incident Decision-Making Tool

<b>Information</b> <i>What do you know/what do you <b>not</b> know?</i>	<b>Issues</b> <i>What are the problem/issues arising from that piece of information</i>	<b>Ideas</b> <i>What are the ideas for solving the issues/problems?</i>	<b>Actions</b> <i>What are you going to do? What are you <b>not</b> going to do? Who is responsible? What are the timelines?</i>



**Interim Press Statement – Off-site Activity**

While on a visit to.....

a child/children [and.....staff/volunteers]

of .....school,

..... Leicestershire, was/were involved in an incident

at.....

which resulted in him/her/them being conveyed to hospital.

The Police/Health and Safety Executive are/will be investigating the incident.

The school's Crisis Management Plan has been activated and all further press statements will be made

through the Crisis Management Team at the school.

Appendix L

**Note to Group Leader**

*This interim press statement has been agreed with the manager of the off-site activity setting and the Headteacher of the school and should not be changed in any way. Where possible the Police and the Health and Safety Executive should be consulted before issuing a statement.*

