



Academy Emergency Management (Critical Incident) and Business Continuity Plan

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Other related policies:	
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Copies of this document to be kept in the critical incident box plus pens
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SECTION I - Introduction

The handling of a crisis is a normal part of academy life, but some incidents are of a critical, more overwhelming nature.

A critical incident is a sudden, unexpected and tragic event that causes significant and serious personal distress and disruption to children and staff. It may involve an individual or a group, but it potentially overwhelms normal responses and procedures. It will almost certainly impact upon the emotions and the organisation of the Academy as a whole.

- It happens fast, 'out of the blue'
- It may involve large numbers of academy members directly or indirectly
- It is outside our usual experience
- National disasters, especially those involving children, are often engraved on people's memories for life

This policy is a contingency plan designed to provide a framework for handling a critical incident. The formulation of this policy is intended to clearly define the roles, responsibilities and procedures to follow, for academy staff dealing with such an incident.

Each critical incident is unique, and it is not possible to plan for every eventuality, but similarly each critical incident can be shocking and disorientating so a prepared procedure is essential to ensure that the academies reaction is effective and efficient.

1.1 Aims and Objectives

To provide a flexible response to an emergency or disruptive incident so that the Academy Trust or an individual academy can:

- minimise the impact of an emergency or major incident,
- ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling support arrangements to be rapidly activated,
- maintain high standards of welfare and duty of care arrangements for pupils, staff and carers,
- ensure that decision making and actions during the emergency situation are properly recorded,
- to minimise educational and administrative disruption within an academy, to facilitate the return to normal working arrangements at the earliest time

1.2 Scope of the Plan

This plan is designed to allow academies to cope in a wide range of emergencies, including those occurring:

- within the academy's during the academy day,
- to the academy's outside of academy day,
- on academy trips and journeys,
- to pupils on the way to or from the academy,
- from events immediately outside the academy gates,
- from events that adversely affect an area wider than the academy itself.

The details contained within this document will form the basis of the academies approach to such a crisis. This policy also works in conjunction with other policies such as:

- Health and Safety
- Educational Visits

Potential incidents which could affect an academy are considered to be:-

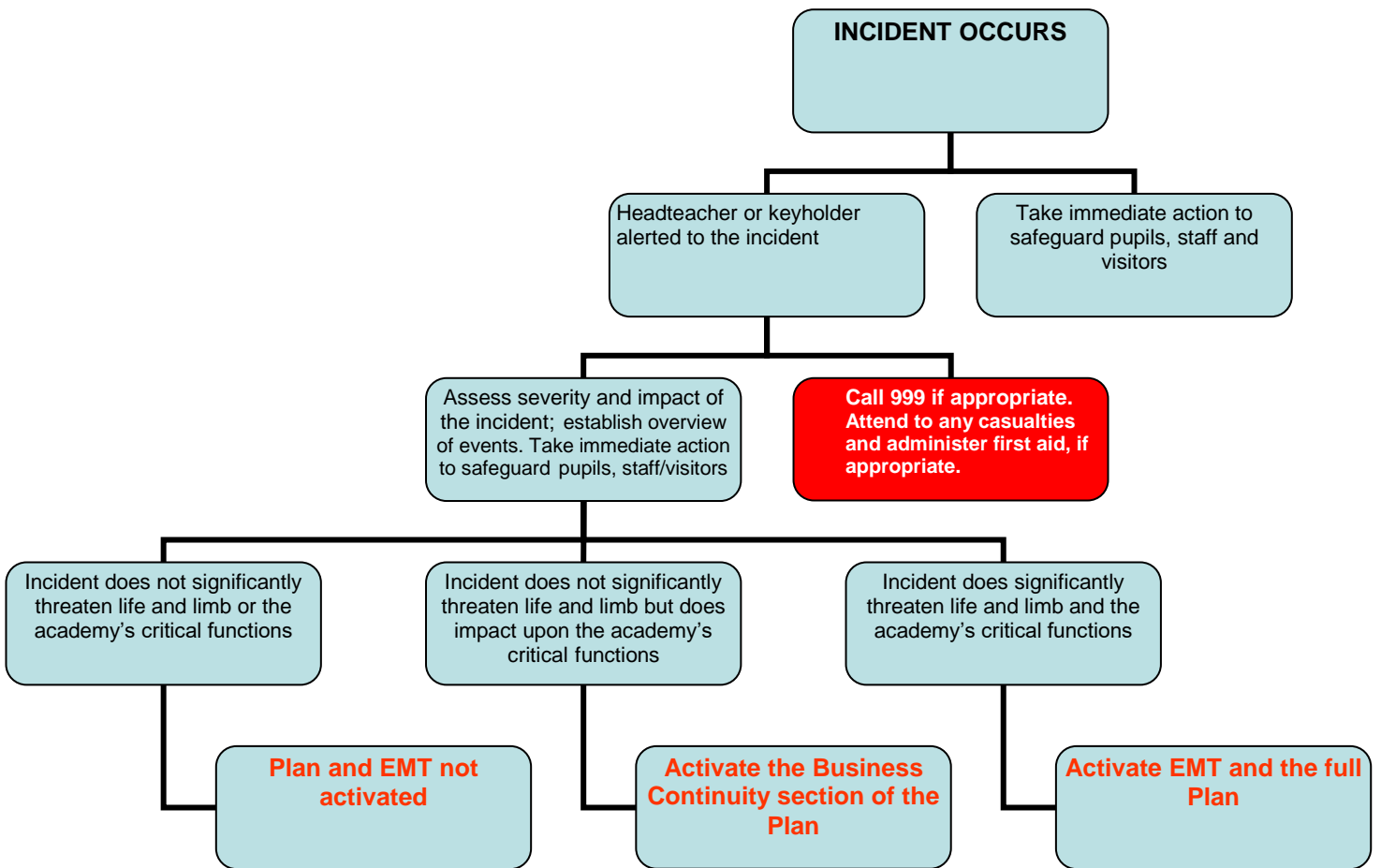
1. Fire/flood
2. Health risk – outbreak of contagious illness/disease like meningitis
3. Major arson attack
4. Fatal road traffic accident
5. Serious injury on an out of academy visit

6. Computer failure – e.g. risk of virus/hacker/parasite invasion from internet with additional implications for data protection
7. Death of a student or member of staff
8. Natural disaster within the community
9. Consequences of terrorist or criminal activity

Within the appendices there is a list of emergency contacts for each academy – this will be reviewed termly and updated.

SECTION 2

2.1 – ACTIVATION TRIGGERS AND INITIAL ACTION



2.2 EMERGENCY MANAGEMENT TEAM

An **Emergency Management Team** would comprise the following staff dependent upon who is directly involved in the incident:-

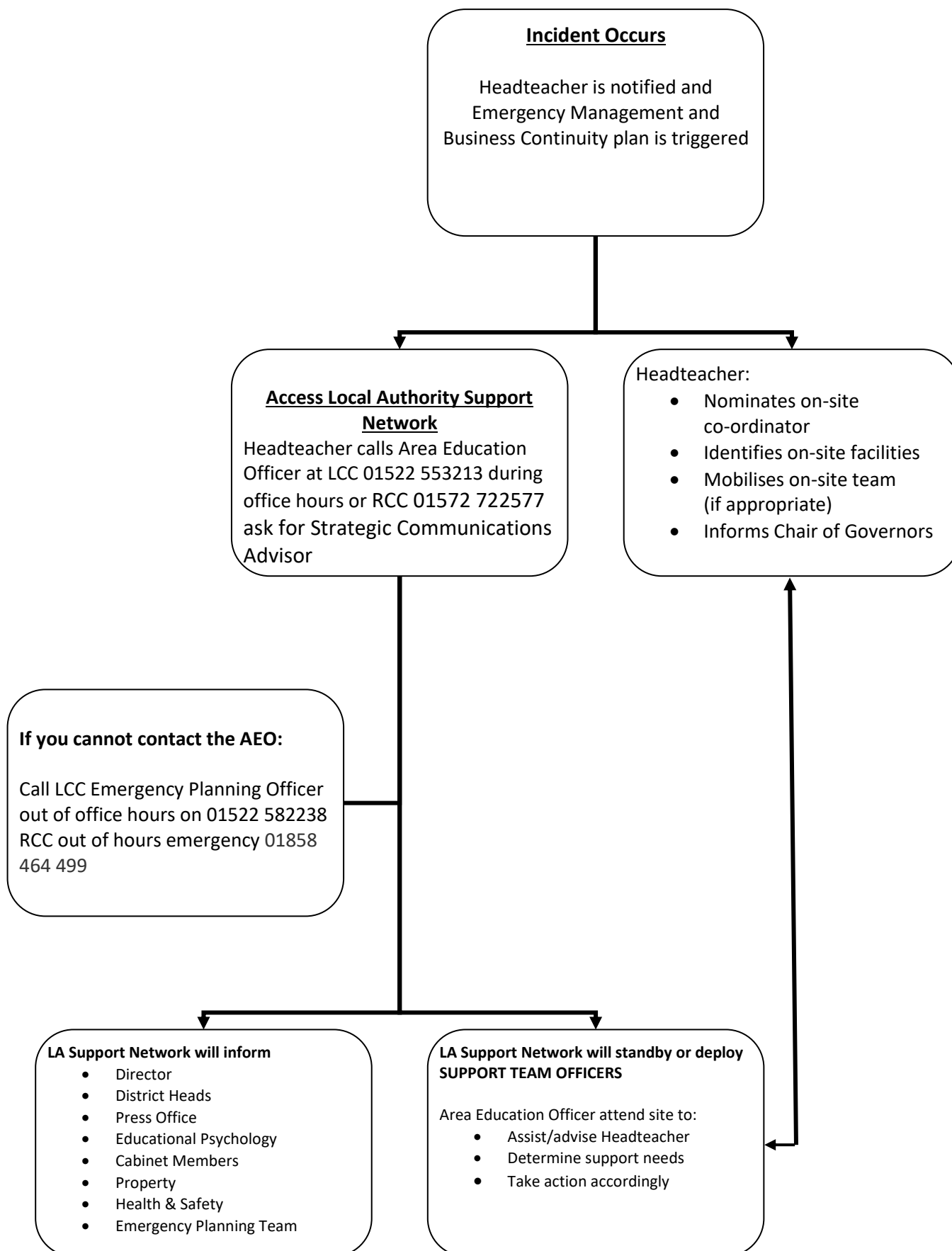
- Headteacher
- Members of the SLT
- Staff Representative – for staffing issues
- Chair of Governors
- Caretaker - related issues
- Administrative support

2.3 EMERGENCY MANAGEMENT ROOM

Each academy nominates an office which could be taken over by the EMT to facilitate implementation of Emergency Management and Business Continuation Plan.

2.4 LOCAL AUTHORITY SUPPORT NETWORK

FOLLOW ACADEMY CLOSURE NOTIFICATION FLOWCHART To advise staff as per bad weather policy



SECTION 3 – ROLES AND RESPONSIBILITIES

The following checklists are provided to assist the Emergency Management Team to carry out their roles and responsibilities once this policy has been activated. These checklists are a general guide, further actions may be required that are specific to the incident.

3.1 HEADTEACHER		
Action	Completed by	Time
Contact emergency services, as appropriate, refer to list of Emergency Contacts for support		
Activate the Academy Emergency Management Team		
Obtain information about incident using Appendix I		
Ensure safety/welfare of pupils and all adults in the care of the Academy.		
Identify any vulnerable pupils or adults needing specific support.		
Wherever possible, assign members of staff to relevant Emergency Management Team roles: Ensure that staff are clear about their designated responsibilities. Ask staff to maintain a log of actions made and decisions taken		
Assign a log-keeper to provide administrative / secretarial support to log all events, actions, times and dates (See A3)		
Activate the Local Authority Support Network.		
Decide whether to keep pupils in classrooms and safe areas or consider evacuation.		
Consider activating Academy closure arrangements.		
If the incident has occurred on an educational visit:		
▪ Liaise with the educational visit leader on a regular basis		
▪ Consider sending extra staff to support the educational visit leader		
▪ Discuss with the educational visit leader the arrangements for notifying parents / carers		
▪ Consider how parents / carers and pupils will be reunited.		
▪ Determine adults and staff involved in incident are safe to drive or take public transport or if they need collecting/transportation		
Ensure that the EMT are effectively carrying out their designated roles and responsibilities.		
Fetch any equipment that may prove useful (emergency kit stored with Caretaker)		
Liaise with the emergency services.		
Keep staff informed and updated of the situation as well as children, parents and extended services.		
Ensure Chair of Governors and Parish Priest are kept informed of the situation and the response arrangements.		
Prepare information and advice to parents.		
Create timetable of EMT to review management of incident.		
Call meetings of the EMT as required and ensure that the EMT and LA receive regular situation updates.		

After Incident during recovery

Arrange a debrief for Academy staff involved in the response.		
Represent the Academy at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).		
Initiate a review of the Academy emergency plan.		

3.2 DEPUTY HEADTEACHER Action	Completed by	Time
In the absence of the Headteacher adopt their roles and responsibilities.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the EMT.		
Obtain as much information as possible from the Headteacher about the situation.		
Lead arrangements to ensure safety/welfare of pupils and all adults in the care of the Academy.		
Lead and direct all Academy staff to support decisions taken by the Headteacher.		
Seek advice from the Headteacher on whether to keep pupils in classrooms and safe areas or consider evacuation.		
If directed by the Headteacher – make arrangements for the evacuation of the academy to designated evacuation points or back up location.		
If directed by the Headteacher – make arrangements to activate closure arrangements.		
Keep staff informed and updated of the situation as well as children, parents and extended services.		
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.		
Ensure staff tasked with telling children are able to undertake this task		
Designate staff to make contacts with families of children and staff involved in the incident – use a record of contacts to avoid confusion or distress, establish families not left alone in distress		
Assist the Headteacher in providing consistent advice/information to parents.		
Attend meetings of the EMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the academy in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

3.3 SCHOOL BUSINESS MANAGER Action	Completed by	Time
Obtain as much information as possible from the Headteacher and/or Deputy Head about the situation.		
Ensure that staff records and contact details are available.		
Ensure that the visitor and pupil signing in/out book is available.		
Ensure all staff maintain a log of events.		
Establish safe and secure areas to assist the response. E.g.:		
▪ SEMT briefing room		
▪ Briefing area for parents / carers		
▪ Media briefing room		
Provide administrative / secretarial support to the EMT.		
Keep accurate records of anyone admitted to hospital or treated by the emergency services.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the EMT.		
Support the Headteacher and/or Vice Headteacher in contacting all members of the EMT and request they carry out their roles and responsibilities as described in this policy.		
Advise the Headteacher and/or Vice Headteacher if any member of the EMT is unavailable and cannot carry out their roles and responsibilities.		
Ensure copies of the Emergency Policy are available for the EMT.		
Ensure that pupil records and registers are available.		
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.		
Ensure that pupil medical records are available.		
Highlight to EMT any pupils that may need specific support.		
Ensure that parental/carers records and contact numbers are available.		
Lead the office staff in assisting the EMT with information needs and the emergency response.		
Assist the Headteacher and/or Vice Headteacher in providing consistent advice/information to parents.		
Where possible cancel any planned visitors to the academy.		
Advise service providers of the interruption to the normal arrangement for provision of goods/services to the academy (catering/transport etc).		
Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.		
Check that everyone who should have been notified of the incident has been informed.		
In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.		
Seek advice on legal and insurance issues, if appropriate.		
If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.		

3.4 SENCo Action	Completed by	Time
Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.		
Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).		
Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.		
Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.		
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.		
Where possible, every child should to be spoken to, and asked if they are alright, before they leave academy.		
Take account of religious and cultural factors.		
Ensure that staff take regular rest periods.		

3.5 SITE MANAGER/CARETAKER Action	Log of Events Completed by	Time
Obtain as much information as possible from the School Business Manager about the situation.		
Ensure that emergency services are able to access the incident quickly and without obstruction.		
Take action to protect property.		
Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.		
Work with other staff and the emergency services to control access to the academy:		
<ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. 		
<ul style="list-style-type: none"> ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. 		
<ul style="list-style-type: none"> ▪ Ensure that media access to the site is controlled. 		
Ensure all building and gate keys are available.		
If required: <ul style="list-style-type: none"> • Immobilise the gas supply, electricity or water supply (see Section 4). 		
If required assist with evacuation.		
Where possible assist with ensuring the security of the academy site.		
Attend meetings of the EMT as required, and ensure that you receive regular situation updates.		
Liaise with utility suppliers as required.		
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 academy.		
Ensure the academy site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).		
Consider business continuity arrangements to assist the academy in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

3.6 CHAIR OF GOVERNORS/TRUST Action	Completed by	Time
Obtain as much information as possible from the Headteacher and/or Vice Headteacher about the situation.		
Inform governors of the incident		
Assist the Headteacher and/or Vice Headteacher in providing consistent advice/information to parents.		
Attend meetings of the EMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the academy in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

3.7 MEDIA LIAISON Action	Completed by	Time
Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.		
Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.		
Record a new message on the academy answer phone if appropriate. Consider setting it to 'answer only' mode.		
Arrange Media Conference Centre		
Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the academy 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.		
Designate a specific area for the media away from the main entrance to the academy, so they do not prevent or intimidate people entering and leaving the site.		
Liaise with Insurance Company and Diocesan Education Service to provide a statement		
Develop a brief media statement (designed to provide reassurance) on behalf of the academy. Information given must be limited until the facts are clear and all parents / carers have been notified.		
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.		
Be prepared to be interviewed by the media.		
Support staff with any communication needs.		
Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in area).		
Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.		
Gather information from the SEMT, emergency services and other organisations as appropriate.		
Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be agreed by the emergency services (and other organisations as appropriate).		
Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.		
Try to prevent the spread of misinformation (especially through the use of mobile phones).		
Record details of any expenditure incurred by the academy.		
Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 		
Consider the most effective arrangements for contacting pupils and parents / carers (see appendix 6). Ensure that records of calls made to parents / carers are maintained.		
Liaise with the 'media management' role about contacting local radio stations.		
Update the academy answer phone on a regular basis.		
Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on:		

<ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 		
<p>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.</p>		

This form should be taken out on all visits

3.8 EDUCATIONAL VISITS LEADER Action	Completed by	Time
Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.		
Contact the Headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.		
Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.		
Establish arrangements to meet the immediate welfare needs of pupils and staff.		
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.		
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.		
Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.		
Keep a log of important information, actions taken and decisions made.		
Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 		
Avoid making comments to the media until parents / carers have been informed.		
Do not discuss legal liability with others.		
Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.		
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.		
Continue to brief staff and allocate tasks on a regular basis.		
Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.		
Consult the Headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.		
Liaise with the tour operator / provider, if appropriate.		
Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.		
If abroad, contact the Foreign & Commonwealth Office for support.		
If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).		
Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure 		

<ul style="list-style-type: none"> ▪ Medical certificates / hospital admission forms ▪ Police incident number. 		
<p>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.</p>		
<p>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.</p>		
<p>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).</p>		

Section 4 Welfare & Post Incident Support

Our welfare lead in the event of an incident is: **The Headteacher**

Post incident support - assistance for pupils and parents / carers	Completed by	Date/Time
Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.		
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.		
Consider which pupils need to be briefed, how, and by whom.		
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.		
Consider providing relevant books in the academy library.		
Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.		
Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.		
Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).		
Send a letter to parents / carers with information on: The nature of the incident How their child was notified of the incident Arrangements for support organised by the academy Who to contact if they would like additional support.		
Maintain regular contact with parents / carers.		
Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.		
Consider organising an event for parents / carers to discuss any issues or concerns they might have.		
If pupils who were particularly affected by the incident leave academy (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new academy.		

Post incident support - general actions	Completed by	Date/Time
Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.		
Consider requesting support from other organisations. E.g.: Teacher Support Network, Samaritans, Cruse Bereavement Care.		
Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.		
Cancel or rearrange any events which are inappropriate.		
Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.		
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.		
Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.		
Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).		

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

Post incident support - funeral arrangements	Completed by	Date/Time
Contact bereaved families to express sympathy on behalf of the academy.		
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.		
<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the academy will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the academy on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the academy ▪ If staff and pupils can be allowed time off academy to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 		

Post incident support - remembrance	Completed by	Date/Time
<p>Taking into account the wishes of the family, consider providing a suitable memorial at the academy:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 		
<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Easter ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 		
<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"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 		
<p>Be aware of renewed media interest near anniversaries of the event.</p>		

5.0 Recovery and Resumption

5.1 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 Academy 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.

5.2 Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<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 Academy 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.	<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 Academy Incident 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 Academy.	<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"/>

APPENDICES

Appendix I Notification of Incident & Initial Action Log to be completed

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 I.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:	
Date and time of incident:	
Contact details of informant:	
Date and time of call:	
Exact location of incident:	
Details of incident:	
Where is the informant now? Where are they going?	
People affected (including names, injuries/fatalities, where they are, where they are being taken to):	
What arrangements are in place for people not directly involved in the incident?	
Remaining hazards at the scene?	

What advice have the emergency services given?	
Who has been informed? Head Teacher Academy staff Governors Pupils Parents / carers Extended services Police Fire & Rescue Service Ambulance Service Local authority Health and Safety Executive Foreign & Commonwealth Office Media Insurance company Trade union	
Does anyone else need to be informed?	
Are any other actions required?	
If the incident happened on an educational visit please ask the questions below. You might 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, does the Foreign & Commonwealth Office need to be notified?	
Notes:	

Appendix 2: Incident Log Sheet

Date	Time	Action	Initials

Appendix 3 - Site Information for Site Staff

Utility supplies	Location	Notes / instructions
Gas		
Water		
Electricity		
Heating		

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

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

Appendix 4 - Evacuation & Relocation Arrangements

Signals

Signal for fire evacuation	
Signal for lock down/wild dog	

Assembly points - fire evacuation

Fire evacuation assembly	
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Assembly points - bomb evacuation

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

Pre-identified buddy academy / place of safety / rest centre

Name of premise	
Type of premise	
EMT Headquarters	
Contact name and details of key holder(s)	
Address	
Directions / map	
Estimated travel time (walking, with pupils)	
Estimated travel time (by coach, with pupils)	
Capacity	
Capacity (sleeping)	
Facilities / resources	
Notes	

Appendix 5 - Media Considerations

Our Media lead and Spokesperson is

Our Deputy Media lead and Spokesperson is

The room designated for media briefings and press personnel is

Our alternate room is

Templates for press holding and pupil and parent briefings are kept

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

General advice/before the LCC Communications representative arrives

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

Other than the Headteacher **and media lead/spokesperson** the rest of the Senior Leadership Team will not be directly involved in media communications

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

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

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

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

Advice: The reason for the rest of the Incident Management team getting less involved with the media is to ensure that they have time and space to take an overall strategic view of the incident as a whole.

In general, it is useful for the spokesperson to already have a good understanding of the incident and experience dealing with the media. The spokesperson role should be his or her top priority for the duration of the incident. The deputy will also need to be briefed in case the lead is unavailable.

Appendix 6 - Sample Staff and Parent Briefing

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

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

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

Please note that our contact numbers are:

[INSERT TELEPHONE NUMBER]

[INSERT FAX NUMBER]

You will possibly hear different information from various sources. Any information not provided by the academy or the Local Authority must be treated with considerable caution. We will provide updated information as frequently as possible, both via the board at the entrance to the academy and through a weekly update letter to every family.

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

Yours sincerely,

Headteacher

OR

Dear Parents/Carers,

You may have heard/It is with sadness and regret that I have to inform you

(known facts of the incident)

As an academy community, we are all deeply affected by this tragedy/

I am sure that you will wish to join me and my staff in offering our condolences and sympathy to those affected/to ,

(refer to individuals/families affected only where it is appropriate to release this information)

I have now spoken to all students and staff in the academy about what has happened and you will need to be aware of the following arrangements that we have now made:

Details about

- academy closure;
- changes to timings of academy day transport;
- lunch time arrangements;
- changes to staffing;
- arrangements for specific classes/year groups;

- *counselling support [See Resource Sheet 7: sample letter to parents re counselling] provision of further information;*
- *If appropriate, advice about media contacts.*

I think it is very important that we all take the time to talk with and reassure our children about what has happened. This is likely to be a very difficult time for us as an academy community and we need to support and care for one another.

We appreciate the expressions of concern we have received; however it would be helpful if parents did not telephone in to the academy during this time so we can keep phones and staff free to manage the situation.

Yours sincerely

Headteacher

Appendix 7 – Advice on Communication with the Children

Children should be told simply and truthfully what has happened, in small groups if possible, such as class, tutor or year group. In some circumstances, it may be appropriate to bring children together as a whole academy. Where this is the arrangement, then ensure that students have an opportunity to ask questions and talk through what they have heard with class teachers in smaller groups afterwards;

Begin by preparing the students for some very difficult/sad news;

Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children;

Avoid using euphemisms, use words like 'dead' and 'died', etc;

Pass on facts only; do not speculate on causes or consequences;

If questions cannot be answered this should be acknowledged;

Address and deal with speculation;

Try to give expression to the emotions that individuals may be experiencing such as 'shock' and 'disbelief' and explain that strong and difficult feelings are a normal part of the process of coming to terms with this sort of experience;

Do not refrain from referring to the deceased by name, perhaps highlighting some positive aspect(s) of their lives;

Finally, explain what arrangements the academy has in hand for coming to terms with what has happened.

"I've got some very sad news to tell you today that might upset you. There is a serious illness called meningitis. Sometimes people with meningitis get better but sometimes people die from it. Some of you will have known that Jane Smith in year 4 was suddenly taken ill last week. I have to tell you that Jane died in hospital yesterday.

Like me, many of you will find it hard to believe that this has happened. It is obviously a very big shock for us all. Jane was such a happy girl who got on well with everybody. We will all miss her.

It is important for you to know that strong and perhaps difficult feelings are part of the normal process of coping with this sort of situation. It will help to talk about what has happened and about your thoughts and feelings. Please do take the opportunity to talk to your family, friends, teachers and adults in academy. This is likely to be a difficult time for us as an academy community and I am sure we will all try to support each other. Please come and find me or any of the other adults in the academy, if you have any questions or if you just want to talk."

Place individuals within appropriate groups identifying each group (L – low risk, M – medium risk and H – high risk) according to the following criteria and degree of concern.

- At greatest risk as part of incident;
- Siblings/relations;
- Close friendships;
- Any perceived culpability/responsibility;
- Being blamed / scapegoat;

- Displaying emotional distress (see later in this article);
- Previous bereavement/trauma;
- Pre-existing EBD/mental health issues;
- Pre-existing home instability/stress;
- Learning difficulties;
- Culture and/or language issues.

Emotional distress – supporting the individual child

Be accepting and allow the child to express their emotions. Ask open ended questions such as “How are you today?” or just sit with them if this is what you feel is appropriate. Avoid touching or hugging but try to be as natural and unembarrassed as possible. Have some tissues to hand. It might be appropriate to use reflective listening by repeating back to the child what they have said and/or summarising. This gives an opportunity for the child to elaborate and/or modify what they have said as well as an opportunity to hear a perspective on their own experiences. It is also a way of reassuring the child you have truly what it is they are saying. Sometimes it is helpful to give a name to the emotion that you are hearing being expressed, "That sounds very sad", "Did you feel angry then?". It is very important to acknowledge and reassure the child that whatever emotion they are expressing/feeling is valid.

You might have to explain your limits of confidentiality and tell the student(s) that because of the nature of the incident certain information may have to be passed on to others, such as the police.

Don't forget that knowing what to say is far less important than being able to listen in a sympathetic and supportive manner. If it seems appropriate to offer advice, then strategies for the student that you might want to suggest could include:-

- Talking to their family and friends;
- Crying and expressing their emotions in a suitable safe context;
- Maintaining normal routines;
- Eating normally;
- Taking physical exercise;
- Maintaining normal sleep patterns;
- Carrying on seeing and being with friends;
- Listening and playing music;
- Being creative through art, drama, music, etc;
- Maintaining interests and pastimes.

As part of such sensitive support, it will be important to ensure that the student can continue to seek support from you but without them becoming dependent. If appropriate, agree to a set number of sessions at a set time and place where you can be confident of not being disturbed. Ensure your own safety and accountability by informing parents and staff of any such arrangements and keep adequate records.

Using a visual aid such as an outline of a hand, ask the student to identify five individuals, such as staff, peers, family or other adults who they feel they could approach as part of their support network to help them feel safe..It is helpful for the child and their family to be aware of the support offered by Child line or the NSPCC.

Additional Considerations

- Liaise with parents/carers as appropriate;
- Consider liaising with colleagues to differentiate work outcomes/homework, etc or arrangements for managing the student's emotional distress in class;
- Be aware that holidays, Christmas, birthdays and the anniversary of the event that has

caused distress can mark points of particular emotional vulnerability;

- Take into account other agencies or professionals who may be involved, consider providing student(s) with information about youth counselling and information services/other community support as appropriate;
- If a child is experiencing persistent and intrusive thoughts, then serious consideration should be given to accessing specialist child mental health services. Referral can be made by the family, via their GP or by the EPS or Support Teacher linked to the academy or indeed by the academy nurse or doctor.
 - Be aware children can respond to trauma in many different ways, some which may appear inappropriate or unusual. It is important to stay as non judgmental as possible. Any behavior is a form of communication.

Finally, do not underestimate the emotional demands of this sort of work or the confusion that might arise from any of your own unresolved issues. Ensure that you have the opportunity to talk with a trusted colleague.

Sample letter to parents – arrangements for counseling children

Dear Parents/Carers,

As an academy community, we have all been affected by the recent tragedy involving

As part of our care and support for the children, we have been able to make arrangements involving outside agencies to provide counselling and support for children in academy. We would like to make this available to your child.

This support is likely to consist of staff and professionals from outside agencies talking to students in small groups and offering advice and reassurance as appropriate.

Please contact me if you have any objections or queries regarding this.

Yours sincerely

Headteacher

Emotional distress – class management

Maintain normal routines and care;

Be prepared to be more tolerant and accepting of children who might be more restless, distractible, irritable, emotionally volatile and or difficult to engage than would usually be the case;

Where possible and where this is something that the students clearly need, be prepared to deviate from your lesson plan to allow them to talk and ask questions;

When in discussion with children, do not be afraid of referring to deceased person(s) by name;

Be honest when answering questions. Do not be afraid of saying that you do not know the answer or that the question is one that is too difficult for you to answer. Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children and avoid using euphemisms;

Consider setting up a 'questions post box'. Consider how best to follow up questions raised;

Allow children to talk about their difficult, confusing and complex feelings.

Give them the message that it is OK to talk and that their feelings are a normal experience given the situation. Be accepting;

In the same way, allow younger children to express themselves through their play. They are likely to feel the need to 'work out' difficult and confusing experiences and play gives them the opportunities to act out some of the issues. Adults may feel uncomfortable witnessing children's excitable 'playing out' of what has happened and may feel the need to intervene. Try to be understanding except where this is clearly unhelpful and/or distressing for other children;

Allow children to support each other; however, be mindful that trauma of this kind can sometimes see division between groups of friends.

Manage discussion in a calm and reassuring manner. Allow the expression of feeling but try to manage the emotional temperature. Try to help the children to achieve a sense of perspective.

Reassure children about anxieties that they may be experiencing;

Consider setting up a display area for artwork, writing, mementos that the children may wish to contribute;

Calmly and, where possible, discreetly intervene if it is the case that individual students are clearly too distressed to remain in class. Ask if they want to remain in class but in an area away from the main body of children. Make sure that a friend supports them. If appropriate, send them with a friend to whatever pastoral support arrangements are available in academy.

Inform parents;

Be aware of other children in your classes who may not be so visible but who nevertheless may be struggling to cope. Make times and opportunities for them to talk. If you continue to have concerns, refer them through the academy's pastoral system. Inform parents;

Make opportunities to talk to children on an individual or small group basis as part of your social contact with the children. Even if the children are not very communicative, just being available can be very supportive;

In line with the academy's policy and procedures for dealing with racial harassment or bullying, intervene where you are aware of any sign that this may be occurring.

Finally, ensure that you are caring for yourself.

Emotional distress – signs and symptoms

A crisis may cause different reactions in different children in different ways. Some of the more common reactions include:

Physical:

- Wetting/soiling 'accidents';
- Disturbed sleep, bad dreams, fatigue;
- Lack of energy, listlessness;
- Headaches, tummy aches, muscle aches;
- Change in appetite/weight;
- Lowered resistance to illness;
- Alcohol/drug abuse.

Cognitive:

- Difficulties in concentrating and/or forgetfulness;

- Loss of previously acquired skills;
- Deterioration in standards of work;
- Being more accident prone;
- Reduced interest in usual activities and interests;
- Appearing preoccupied.

Emotional/Behavioural:

- Numbness;
- Feeling of irritability, anger, aggressive behaviour;
- Nervousness, jumpiness, panic feelings;
- Raised levels of anxiety, fear of dark/confined spaces;
- Feeling overwhelmed or confused;
- Feeling insecure/clinging behaviour;
- Regression to behaviour of a younger child;
- Repetitive 'acting out' through play/drawing, etc;
- Crying spells;
- Mood swings;
- Apathy, hopelessness, depression;
- Guilt;
- Withdrawal from relationships;
- Suicidal thoughts.

Be alert to delayed reactions that may occur sometime after the actual incident.

When to Refer On

Where an individual is experiencing: -

- persistent and intrusive thoughts, dreams or flashbacks to do with the distressing event;
- avoidance of features associated with the distressing event;
- physical, cognitive, emotional/behavioural symptoms as noted above.

Then serious consideration should be given to accessing specialist child mental health services.

You will obviously want to discuss this with the family and referral can be made via their GP. The educational psychologist or support teacher linked to the academy or indeed the academy nurse or doctor can also make referral.

Appendix 8 - Bomb Threats

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

Time of call:

Telephone number you were contacted on:

Exact wording of the threat:

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

Where is the bomb right now?

What will cause it to explode?

When will it explode?

Did you place the bomb? If so, why?

What does it look like?

What is your name?

What kind of bomb is it?

What is your telephone number?

What is your address?

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

Did dialling 1471 work?

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

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

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

Did the caller have an accent?

Did the caller use a codeword?

Did the caller sound familiar?

What sort of voice did the caller have?

- | | | |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Well spoken | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Deep | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Hoarse | <input type="checkbox"/> Other |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | |

At what pace did the caller speak?

- | | | |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

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

Were there any background noises?

Notes:

Appendix 9 - ICT Back Up

It is essential to maintain suitable ICT back up arrangements in order to prepare for, and recover from, any loss of information.

..... is responsible for daily ICT back ups. Back up drives are changed daily and taken off site. Other back ups are stored in a fire proof safe in the office.

Paper Records/Exam Papers etc

Some records may still be recorded on paper, including some coursework or written/oral exam papers.

..... is responsible for maintaining paper records

Appendix 10 CONTENTS OF EMERGENCY BOX / 'GRAB BAG'

Please adapt as appropriate to your Academy environment

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc
Organisational Information	Staff Handbook (policies and procedures)
	Academy branding material and stationery
	Academy logo
	Other key documents
Financial Information	Bank, insurance details, Payroll etc
	Invoices, purchase orders, etc
	Financial procedures
	Assets Register and Insurance Policy
Staff Information	Staff contact details
	Staff emergency contact details
IT / Equipment Information	Software licence agreement and key codes
	Office telephone list (for phone divert)
	Back-up rota and data restoration routine
Equipment and other items	First Aid Kit
	Portable radio (plus spare batteries)
	Wind up LED torch
	Back-up tapes
	Laptop with wireless connection
	Pay-as-you-go mobile phone and battery powered mobile phone charger
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Disposable camera with film
	Hazard barrier tape
	Emergency cash, a cheque book or spare credit card
	Contact details for taxi / transport providers
	Academy Floor Plans
	Spare keys
	Whistle / megaphones
	High visibility jacket

APPENDIX II CONTACT DETAILS TO BE COMPLETED BY SBM ON A TERMLY BASIS:

Academy details	
Name of academy	
Type of academy	
Academy address	
Academy operating hours (including extended services)	
Approximate number of staff	
Approximate number of pupils	
Age range of pupils	
Local Authority	

Office contact details	
Office telephone number	
Office email address	

These contact details should only be used in an emergency. Do not give them to the media, pupils, parents / carers or members of the public.

NAME	POSITION	CONTACT NUMBER(S)	Account Ref Number
	Headteacher		
	Deputy Headteacher		
	Phase Leader		
	Department Head		
	Site Manager		
	Teacher		
	Teacher		
	Teacher		
	Teacher		
	Support Staff		
	Support Staff		

	Support Staff		
	Local Authority		
	Children's Services		
	LA Media/Communications		
	LA Legal Department		
	LA Property		
	LA Health and Safety		
	Insurance Company		
	Local Council		
	Waste Disposal		
	Water		
	Gas		
	Electric		
	Phones		
	IT Support		
	Academy Meals contractor		
	Fire Alarm		
	Intruder Alarm		
	EPM		
	Milk supplier		
	Fruit supplier		
	ESPO		
	Catering suppliers		
	Lincs FM		
	Rutland Radio		
	Fire	999	
	Police	999	
	Ambulance	999	
	Department for Education	0370 0002288	
	Education Funding Agency		
	Foreign & Commonwealth Office		
	Environment Agency	03708 506506	
	Met Office	0370 9000100	
	Health and Safety Executive	0345 3009923	
	Trade Unions	NUT 02030066266 NASUWT 03330 145550 NAHT 0300 3030333 UNISON 08000 857857	
	Teacher Support Network	England 08000 562561	
Hospitals			
Peterborough		01733 678000	
Grantham		01476 565232	
Lincoln		01522 512512	
Boston		01205 364801	
Gainsborough		01427 816500	

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Samaritans		0845 7909090	
Local Religious contacts: Parish Priest Diocesan Office Lincoln County Hospital – Duty Chaplain		01332 293833 01522 512512	
British Red Cross		0344 8711111	Advice on memorials and donations
CRUSE		0808 8081677	Bereavement Care
Child Bereavement Trust		08000 0288840	Information line for parents, who have been bereaved
Childline		0800 1111	National helpline for children
Compassionate Friends		0345 1232304	Support for bereaved parents who have lost a child of any age from any circumstances
Lincolnshire Centre for Grief & Loss		01522 546168	
NSPCC		0808 8005000	
Survivors of Bereavement by Suicide		0115 9441117	National Helpline for children, provide details of local self help groups
Winston's Wish Family Line		08088 020021	Information for families of bereaved children

APPENDIX 12

Purpose of the Business Continuity Phase

The purpose of the business continuity phase of your response is to ensure that critical functions are resumed as quickly as possible and/or continue to be delivered during any disruption. 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' functions may need to be suspended at this time. Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records 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
Examination papers			
Asset registers / equipment inventories			
Insurance documentation			
Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Contact details			
Financial information			
Medical information			
Remote learning	Notes / instructions		
Website / extranet			
Email			

Critical Function Analysis and Recovery Resources

Critical Function	RTO	Minimum Service Level	Staff	Data/ Systems	Premises	Equipment	3 rd Party Dependencies
Considerations							
Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel Loss of telecommunications							
Establish what effect the emergency will have on the operation of the academy. Try to ascertain how long the disruption will last.							
Consider how the incident will affect any extended services that use the academy premises.							
Attempt to recover important documentation, records and equipment if safe to do so							
Put arrangements in place to keep the academy open and try to maintain normal academy routines wherever possible.							
Deliver a timetable of education for Year 6 and 2	1 day	1 member of qualified staff per ? pupils with key resources	1 member of staff qualified to ? standard per ? pupils	N/A	Heated room with access to water and toilet facilities	Tables / chairs / learning resources	N/A
Put in place arrangements for remote learning, if necessary							
Seek support from							

other organisations (e.g. buddy academies, the local authority, suppliers)							
Maintain Attendance Records	1 day	Maintain paper records	1 trained member of staff	N/A	N/A	Paper record sheets	N/A
Ensure staff, pupils and parents / carers are informed of any changes to the academy routine							
In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.							
Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced							

5.2.1 Strategies for Continuity of Services

Arrangements to manage a loss or shortage of Staff or skills <i>Please add/amend/delete as appropriate</i>		Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Use of temporary staff e.g. Supply Teachers, Office Staff	
b.	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.	
c.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> • Larger class sizes. • Use of Teaching Assistants, Student Teachers, Learning Mentors etc. • Virtual Learning Environment opportunities. • Pre-prepared educational materials that allow for independent learning. • Team activities and sports to accommodate larger numbers of pupils at once. 	
d.	Using mutual support agreements with other Academies: emergency secondments.	
e.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	
f.	As a last resort, providing a child-minding (rather than educational) service using the above volunteers and remaining staff (to less impact on local and wider economy).	
Arrangements to manage loss of technology / communication / data / power <i>Please add/amend/delete as appropriate</i>		Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Back-ups of key academy data e.g. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc.	
b.	Reverting to paper-based systems e.g. paper	

	registers, whiteboards etc.	
c.	Flexible lesson plans.	
d.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	
e.	Contact the utility company responsible or appropriate repair contractor.	
f.	Emergency lighting.	
	Arrangements to manage denial of access to your premises or loss of utilities <i>Please add/amend/delete as appropriate</i>	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Using mutual support agreements with other Academies.	
b.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, other premises.	CBEC
c.	Virtual Learning Environment opportunities.	
d.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the academy premises portfolio.	
e.	Off-site activities e.g. swimming, physical activities, academy trips.	
f.	Stagger lessons across break times and lunch to maximise use of available space, and extend the academy day to expand the time available in classrooms.	
	Arrangements to mitigate the loss of key suppliers, third parties or partners <i>Please add/amend/delete as appropriate</i>	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Pre-identified alternative suppliers.	
b.	Ensuring all external providers have business continuity plans in place as part of contract terms.	
c.	Insurance cover.	
d.	Using mutual support agreements with other academies.	