



Policy **Critical Incidents and Business Continuity**

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Approved by Audit Committee

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This document is the Trust Policy on managing critical incidents and ensuring business continuity.

There are a range of supporting procedures (not included):

1. Template for Academy Assessment of Critical Activities; for completion and approval locally - this will inform the local Emergency Management Instructions (Annex 1).
2. Template for Academy Emergency Contacts, for completion, approval and regular review locally for each academy (Annex 2)
3. Template for Academy Emergency Management Instructions, for completion and approval locally for each academy (Annex 3)
4. Template for Academy ICT Disaster Recovery Plan, for completion and approval locally for each academy (Annex 4)
5. Guidance and Sample Action Notes, for consideration locally within staff training or for guidance in the event of an incident (Annex 5)
6. Guidance for staff receiving Bomb Threats or Suspicious Packages, to be available in key locations (eg Reception, Post Room etc) in the academy and highlighted to relevant staff (Annex 6)
7. Guidance on Communications, for consideration and use locally in the event of an incident or emergency (Annex 7)

Related policy advice is contained in the Trust's:

First Aid and Medical Treatment Policy

1. Introduction

1.1. This policy sets out the Trust's policy for planning and responding to major incidents which affect the continuity of the academy's business and the safety of its staff, pupils and others.

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1.2. It is not possible, or desirable, to write a plan for every possible disruption. No matter what the *cause* of the incident, the *effect* can generally be summarised as:

- An inability to carry out daily and/or critical activities
- Loss of life or serious injury to Academy staff and students/pupils or members of the public
- Loss of building, or part of building or access to the building
- Loss of ICT
- Loss/shortage of staff
- Loss of critical supplier or partner
- Adverse publicity and/or reputational impacts

1.3. Procedures for administering and recording First Aid and medical treatment are contained in the Trust's First Aid and Medical Policy. The Trust's policy and procedures for assessing Health and Safety risks are contained in the Trust Health and Safety Policy.

1.4. This policy also recognises that individuals (adults and young people) may be affected by critical incidents which occur in or outside of academy. For example:

In-school:

- the death of a pupil or member of staff through natural causes, such as illness;
- a traffic accident involving a pupil or staff member;
- a deliberate act of violence, such as a knifing or the use of a firearm;
- a academy fire or flood;
- allegations or actual incidents of abuse against pupils by staff and staff against pupils;
- an arson or other attack on the academy.

Out-of-school:

- deaths or injuries on academy journeys, trips or residential trips;
- tragedies involving children from many academy's at public events such as football matches;
- civil disturbances;
- refugee children joining a academy, uprooted from their countries and perhaps shocked by wars or atrocities;
- abductions / disappearances;
- Incidents involving the murder of academy children that attract the attention of national and international media over prolonged periods;

- a civil disturbance or terrorism;
- a disaster in the community;
- a transport accident involving academy members.

1.5. The emotional effects of disasters on children are not always immediately obvious to parents or academy staff. Indeed, at times children find it difficult to confide their distress to adults as they know that it will upset them. In some children the distress can last for months, even years, and may additionally affect their academic attainment.

1.6. Some young people may not feel comfortable enough or be able to share their feelings and thoughts in public or with staff either because they are unable to do so or because they fear their confidence may be abused. Similarly, because many adults are not able to talk about death, bereavement and tragedy, they may unwittingly stop children talking about similar emotional experiences.

1.7. At the Trust, all our academies take all children's needs seriously, including emotional and psychological and are committed to ensuring all children receive the help they require to explore such matters as death and significant harm or injury in an environment off trust, care and safety. We also recognise the impact such incidents can have on the well-being of staff and parents/ carers and will do our utmost to support any recovery needed and to work with any agencies.

1.8. Whilst no amount of planning can totally prevent accidents and problems occurring, it is hoped that some can be prevented and the effects of others minimised by taking sensible precautionary measures. The Trust expects that:

- Staff and pupils will be familiar with the academy's routines for fire and the evacuation of the academy building on hearing the fire alarm;
- Staff will be familiar with the routines and procedures for dealing with emergencies (as detailed in this policy);
- Staff and pupils will be familiar with the academy's security procedures, in particular that all visitors not wearing a visitors badge/sticker should be questioned and escorted to the academy entrance area;
- Staff organising academy trips and visits follow the guidelines and write a risk assessment to be signed off by the Principal;
- Staff will sign in and out of the premises;
- Staff are aware of pupils with medical needs or health problems;
- Staff are aware of academy policy in dealing with violence at work;
- Staff are aware that they should assess associated risks to children before carrying out a curriculum or other activity;
- Staff are aware that they are responsible for assessing risks to themselves before undertaking an activity.

1.9. Additionally, in the event of a critical incident the priorities of those adults in charge of the academy or trip will be to:

- Save life

- Minimise personal injury
- Safeguard the interests of all pupils and staff
- Minimise loss and to return to normal working as quickly as possible.

2. Planning for and Managing Emergencies or Critical Incidents

- 2.1. Each academy will carry out an Assessment of Critical Activities (see Annex 1) to identify key risks to its operation and the safety of its pupils, staff and others. This assessment will be led by the Principal and will inform the local emergency and business continuity planning.
- 2.2. Each academy will maintain its own Emergency Management Instructions; including emergency contact details and the action plan.
- 2.3. This plan will be activated in the event of a critical incident or an emergency i.e. when an incident occurs that impacts on the delivery of our critical activities or the safety and well-being of our pupils, staff and others; and when normal responses, procedures and coping strategies are deemed insufficient to deal with the effects.

3. ICT Disaster Recovery

- 3.1. The Principal and Deputy Chief Executive will be responsible for establishing an ICT Disaster Recovery Plan in line with the academy's Assessment of Critical Activities.
- 3.2. This plan will identify actions to take in the event of loss of ICT hardware, software, infrastructure or connectivity; or the loss of key ICT related staff.

ANNEX 1

ASSESSMENT OF ACADEMY CRITICAL ACTIVITIES & BUSINESS CONTINUITY

The Academy's critical activities, as detailed below, take priority for recovery following an incident because these activities, if not completed for any reason, would cause the greatest impact on the Academy community in the shortest time.

CRITICAL Academy Activity	Requirements Consider the resources required for the critical activities
Teaching	Principal, Senco, Class Teachers, Cover Teachers, Teaching Assistants, SEN, Office Staff furniture, stationery, text books

Safeguarding Children	Safeguarding records (paper or Pupil Asset), paper or electronic registers, access to safeguarding services (MASH etc) 5 Designated Safeguarding Professionals
Catering	Kitchen, FSM list, staffing (kitchen, service, duty), location, water, disposable consumables (plates etc).
Access to ICT	Pupil Asset, Internet, Print & file server
(Examination Centre)	

NB - this assessment should be carried out taking account of individual local risk assessments of academy activities (see the Trust Health and Safety Policy for further guidance)

Business Continuity

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, longterm)	Back-up measures / restorative arrangements
Coursework	Classrooms/Store Cupboards		
Examination papers	Admin Stock Cupboard		Duplicates would need to be printed/ordered
Asset registers / equipment inventories	File in School Office Fixed Asset File		
Insurance documentation	Electronically store		RPA with David Cousins, online

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, longterm)	Back-up measures / restorative arrangements
Coursework	Some on the Server, Class/Yr Group	On Hard drive	Back up on Server
Contact details	Pupil Asset	Web based no impact	Remote access
Financial information	All processed by EMAT Finance	All processed by central finance	Electronic (scan) storage of documents
Medical information	Students – Pupil Asset Staff – Our People	Web based continued access	Downloaded from Pupil Asset

Remote learning	Notes / instructions
Website / extranet	E4Education – Web Based
Email	Microsoft online – individual logins via KLA Server
Post	Access remotely from Pupil Asset

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.

Back up's happen daily. Medway IT Services are responsible for the management of regular ICT back ups

Paper Records/Exam Papers etc

All of the children's books will be on site. There will be no way this information will be saved.

ANNEX 2

Contact Details – Eastern Multi-Academy Trust and Academy Staff and Governors

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

Name	Job title	Contact details	SEMT role(s) e.g. first aid (if applicable)	Alternative contact details *	Notes
Paul Shanks,	Trust CEO	01553 779685			
Mark Cresswell	Regional Director	01553 779685 Mark.Cresswell@eastern- mat.co.uk			
David Cousins,	Chief Finance Officer	01553 779685			
Zoe Baxter	Director of People & Culture	01553 611807			
Hazel Spinks	Chair of Governors	Hazel.Spinks@eastern- mat.co.uk			

Contact Details - Extended Services

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

Name	Operating hours	Contact details of extended service	Notes (e.g. key holder)	Alternative contact details	

Contact Details -

Local Authority

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

Organisation	Name / role of contact	contact details	Alternative Contact details (if applicable)	Notes
Norfolk County Council Emergency number		07623 912974 0344 800 8020	Out of Hours – Serious Incident	
Children’s services		01553 669300		
Property	Via EMAT	David Cousins 01553 779685		
Transport	Norfolk County Council G J Bishops (Denise)	0344 8008020 01366 324307 07789 724366		

Catering	FSM	NCC 01603 222518	
Educational visits	Sarah Wilson (Principal) Michael Bidder (Teacher)	Evolve 01603 307744 graham.lodge@norfolk.gov.uk	
Emergency planning	BCKLWN	01553 616200	
Health and safety	Arthur J Gallagher	01473 346228	
Risk / insurance	RPA	0113 246 2040 Urgent Incident Notification	01902 880842 Risk Management Queries
Legal	EMAT	EMAT Trust	
Human resources	Zoe Baxter Lois Hyland Rebecca Satchell	01553 611807 01553 779689 01553 779686	
Educational psychology			
Occupational health	HR Department Trust	01553 779685	

Local Radio Stations

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

Radio station	Contact details	Name / role of contact	Coverage/Frequency	
Radio Norfolk	norfolk@bbc.co.uk 0800 3897321		95.1 FM, 104.4 FM, 95.6 FM, 855 kHz AM/MW, 873 kHz AM/MW, DAB and through the internet	

Other Organisations

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police	Emergency Non-emergency	999 101		
Local Police Station		01553 691211 OR 101		
Fire & Rescue Service	King's Lynn Fire Station	0300 123 1669 999		
Ambulance Service	Via QEH	999 01553 613613		

Hospital Emergency Department		01553 613613		
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Contact Details -

Department for Education		Enquiry line: 0370 000 2288		If abroad, please ring: +44 20 7008 1500
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		
Environment Agency		Flood line: 0345 988 1188 (24 hour)		
Met Office		Customer Centre: 0370 900 0100 (24 hour)		

Health and Safety Executive		<p>Incident Contact Centre: 0345 300 9923</p> <p>Out of Hours: 0151 922 9235</p>		
Gallaghers (Risk Management)	Andrew Ward Risk Management Consultant	<p>mobile: 07785 462792 andrew_ward@ajg.com www.ajginternational.com</p> <p>34 Foundation Street, Ipswich IP4 1BN</p>		

Insurance company	RPA Membership	0330 058 5566	
Trade union	NEU NUT GMB NASUWT ASCL Unison NAHT	Bob Groome 07834 178922 Scott Lyons 07886249231 Ivan Mercer 01603 626492 Tim Lambillion-Jameson Richard Moor 01485 609274 Nigel Beiley 01603 222384 Noel Glover 07976 919339	
Supplier (Property Services)	Russen & Turner	01553 768187	
Supplier (transport)	NCC G J Bishop	01603 224352 01366 324307	
Supplier (catering)	In house		
Supplier (cleaning)	In house		
Supplier (temporary staff)	In house		
Utility supplier (gas)	Espo	0116 2657901	
Utility supplier (water)	Anglian Water (Wave)	0345 7919155	
Utility supplier (electricity)	Total through Espo	Total via Espo 01162657901 01737 275626	UK power networks 08003163105 (power cuts) 08000294285 (general enquiries)
Teacher Support Network		England: 08000 562 561 (24 hour)	

Initial action

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

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

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

**Dial 999, if appropriate.
Speak to each emergency service required.**

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

The Senior Emergency Management Team

Unless the incident is minor, it will be impossible for the Principal (or a Deputy Principal) to implement all the actions required on behalf of the Academy.

A Senior Emergency Management Team (SEMT) will be established at the onset of an incident to assist the Principal in managing the response.

The membership of the SEMT may vary slightly depending on the nature of the incident (eg between a fatal incident involving staff and pupils to a building or ICT failure which prevents normal business but has no direct safety implications)

Senior Emergency Management Team (SEMT)

Name	Position	Mobile Number	Role in an Incident
Sarah Wilson	Principal		Lead manager of incident and main decision maker
Paul Shanks	Trust CEO		Advisor and decision maker with Principal / deputy
Glen Rossiter	Assistant Principal		Responsible for safeguarding
Gemma Sykes	Assistant Principal		Care of Students
Jo McAndrews	Assistant Principal		Responsible for safeguarding
Linda Mahoney	Operations Officer		Lead on communications. Assist in managing incident. Record and log details of the incident
Simon Anderson	ICT Manager EMAT		Responsible for maintaining ICT systems.
Ray Cook	Caretaker		Responsible for the building and liaising with Emergency services and contractors
Avril Varga	Students Services Officer		Liaise with Parents

The SEMT is responsible for:

- Taking responsibility and managing the incident to its conclusion
- Allocating activities and resources to resolve the incident
- Press and media liaison
- Communicating with relevant bodies
- Liaison with Emergency Services, Children's Services
- Keeping a detailed log of the incident

When this plan is invoked, all staff must be notified as soon as possible.

Academy Site Information

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Main Hall	Unless building evac – then gather on field and decide on most appropriate meeting area for SEMT
Media briefing area	Principal's Office	Sarah Wilson & Assistant Principals. Do not allow media on site unless agreed.

Internal hazards	Location	Notes / instructions
Asbestos	See asbestos register in Purple Folder in Main Office by Fire bag	Updated November each year
Chemical store(s)	Caretakers Cupboard	Always locked, Ray Cook, Sarah Wilson & office have a key to this cupboard.

Utility supplies	Location	Notes / instructions
Gas	Boiler room at the front of the school	Key in the box in the Main Office
Water	Tap on the right-hand side as you enter the Boiler room the back of the kitchen.	
Electricity	Far left side of the boiler room at the back of the kitchen. Open the cupboard and pull down the lever	You need a coin to open the box. Once should be on top of the unit.
Heating	Two Boiler rooms behind the kitchen end of school by Year 1 class. Exit the door at the end of the corridor and turn right.	

Notification and Logging of Incidents

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

Name of Informant	
Contact Details of Informant	
Date & Time of Call	
Date & Time of Incident	
Exact Location of Incident	

Details of incident:

Where is the informant now and where are they going?

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

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

What advice have the emergency services given?

Who has been informed?

- | | |
|---|--|
| <input type="checkbox"/> Principal | <input type="checkbox"/> Fire & Rescue Service |
| <input type="checkbox"/> Trust Chief Executive / Director | <input type="checkbox"/> Ambulance Service |
| <input type="checkbox"/> Academy staff | <input type="checkbox"/> Local authority |
| <input type="checkbox"/> Governors | <input type="checkbox"/> Health and Safety Executive |
| <input type="checkbox"/> Pupils | <input type="checkbox"/> Foreign & Commonwealth Office |
| <input type="checkbox"/> Parents / carers | <input type="checkbox"/> Media |
| <input type="checkbox"/> Extended services | <input type="checkbox"/> Insurance company |
| <input type="checkbox"/> Police | <input type="checkbox"/> 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 Visit	
Number of Staff on Visit	
Location of Visit	
If the incident happened abroad, does the Foreign & Commonwealth Office need to be notified?	

Log-Keeping Guidelines

Log-Keeping Guidelines

- Notes should be clear, intelligible and accurate.
- Include factual information.
- Use plain and concise language.
- Keeps records of any expenditure.
- Do not remove any pages.
- Do not use correction fluid.
- Notes should be recorded in chronological order
- If you make a mistake don't try to overwrite and start again
- Only include times in the margins

Academy Closure

In the event of the SLT concluding closure of the Academy is required the following steps should be taken:

Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none">▪ Partially opening the Academy to some pupils▪ Asking a buddy school for assistance▪ Purchasing infection control supplies (in the event of a public health incident).
Log the decision to close the Academy and the reasons behind that decision
Seek support from other organisations (e.g. the local authority) as appropriate.
Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: <ul style="list-style-type: none">▪ Students▪ Parents/Carers▪ Staff▪ Governors▪ Local radio station▪ The local authority
If the closure takes place during the school day, arrange transport for pupils as necessary.
If the closure takes place outside school hours, at least one member of staff should be present at the Academy entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.
Make alternative arrangements for exams if necessary.

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

Ensure pupils, parents /carers, governors and the media are regularly informed of developments.
Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the Academy remains closed for an extended period of time.
Ensure the security of the Academy premises.
Put in place arrangements for remote learning wherever possible

ANNEX 4 - ACADEMY ICT DISASTER RECOVERY PLAN

CONFIDENTIAL

ICT Disaster Recovery Plan

Nelson Academy

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Plan Revision History

It is important that this Disaster Recovery Plan accurately reflects the current situation and business requirements at Nelson Academy. Updates must be provided to the Network Manager. The following table describes the history of this document.

Version	Date Issued	Reason for Update
1		Initial plan

1 About This Disaster Recovery Plan

1.1. Purpose and Scope of This Plan

This plan has been designed and written to be used in the event of a disaster affecting Nelson Academy

The decision to initiate ICT Disaster Recovery procedures will be taken by the Principal in conjunction with SLT, operations officer and ICT Systems Manager or his deputy, after assessing the situation following a disaster or crisis.

This plan contains all the information necessary to restore an operational service in the event of a serious disruption of computer services at Nelson Academy.

1.2. Updating This Plan

This plan must be kept up to date.

It is the responsibility of the Principal to ensure that procedures are in place to keep this plan up to date. If, whilst using the plan, you find any information which is incorrect, missing or if you have a problem in understanding any part of this plan please inform the Principal so that it may be corrected.

Updated versions of the plan are distributed to the authorised recipients, listed in Section 1.3, Distribution List.

1.3. Distribution List

The Principal is responsible for distributing this plan. Each plan holder, listed in the table below, receives two copies of this plan. One copy is to be kept at the place of work and the other copy at home or other safe offsite location. These copies have an official copy number.

Name	Copy Number
Sarah Wilson	1
Glen Rossiter	2
Gemma Sykes	3
Jo McAndrews	4
David Cousins	5

2 Plan Objectives

A disaster is defined as an incident which results in the loss of computer processing or data at the site Nelson Academy.

A disaster can result from a number of accidental, malicious or environmental events such as fire, flood, terrorist attack, human error, software or hardware failures. The primary objective of this Disaster Recovery Plan is to reinstate ICT facilities at Nelson Academy

premises within the minimum possible period and to minimise the disruption to staff & pupils.

3.1 ICT Services

3.1.1 Infrastructure

The ICT Infrastructure has been designed to provide redundancy between the core and the edge switches. Failure of single components in these areas will have some effect on the sites ICT operations.

Failure of edge switches will lead to failure of ICT operations on the network points directly connected to the failing switch. HP next day warranty will be activated by the network support team. Failure of the core switch will result in full failure of the Nelson Academy network.

3.1.2 Servers

The server Infrastructure has been virtualised and consequently major service interruptions are unlikely to affect the ICT service for more than a short time. In the event of server hardware failure. A next day warranty or break-fix will be activated by the network support team. Low priority services may need to be suspended for the duration of the incident.

In the event of complete failure of the server chassis then the system will be inoperable until the warranty repair has been accomplished.

In the event of catastrophic viral infection, the Server will be rebuilt using installation media. Once this has been completed data restoration can begin using the Internal Back Up Systems.

Should all data on the Server Attached Network (SAN) be lost, the SAN would be reconfigured (or replaced if necessary), and the virtual disks would need to be recreated. Once this has been completed, data restoration can begin using the Internal Back Up Systems.

3.2 Data Loss

3.2.1 User Data Loss

User data is defined as data held on the server systems that is related specifically to users activity and includes staff, databases, application data (including administration data), etc. User data is backed up daily and is monitored by Medway IT Services.

In the event of user data loss, data will be retrieved from the internal backups initially.

3.3 Standard ICT Action Plan

The following steps will be undertaken once a disaster is identified, confirmed & this plan is activated:

1. Evaluate the damage
2. Identify the applications involved
3. Obtain the appropriate backups
4. Restart the appropriate applications
5. Inform users of any temporary procedures
6. Order replacement equipment to replace the damaged computers.
7. Install replacement

4. Power Interruptions

The Server is protected from Power interruptions by the UPS. This ensures that the server can continue to operate for enough time to ensure equipment is powered down in a safe and secure manner. The server should be manually turned on to ensure they are started in the correct order. The correct order is held by the IT NCC.

4 Telephony

The Telephone system is supplied by Dalys. In the event of a disaster that results in the loss of the telephone system, Dalys will be contacted immediately to ensure disruption to service is minimised. There is a safeguard in place against loss of power as the telephones run through switches that are connected to a UPS which will continue running for a short amount of time after loss of power.

5 The Data Storage Location(s)

The backup happens daily and is monitored by Medway IT Services.

6 Passwords

Passwords are held by the individuals.

7 Critical System Requirements & Applications

This section describes the system requirements for Nelson Academy's critical business applications.

This section lists all the key vendors and suppliers who need to be contacted following a disaster.

Requirement	Contact/ Company	Phone /Fax (working hours)	Phone outside working hours	Contract no. if any
Field Service	help@nla.support. on.spicework.com			
Hardware				
Data communications				
Voice communications				
Wide Area Network Equipment				
Software				
Fire Protection/ Detection	Chubb	0344 879 1755		

1. The Command Centre

This section describes the Command Centre, from where the Disaster Recovery operations will be directed.

a Primary Command Centre

If Nelson Academy premises are intact following the disaster, the command centre will be located in the Principals office.

b Alternative Off-Site Command Centre

If an alternative off-site command centre is necessary, the command centre will be located at EMAT Conference room.

2. Directories

This section of the plan contains a series of directories.

These directories contain the type of information which is most likely to change such as names, addresses, telephone numbers etc. The primary copy of these contact lists is maintained under the Academy Critical Incidents and Business Continuity Policy - it is important to keep these Disaster Recovery directories up to date and consistent with the academy's primary lists.

a Emergency Services

Service	Phone	Address
Police	999 / 101	
Fire	999 / 101	
Gas Services		
Gas Escapes (24 hours)	National Grid 020 70043000	
Gas Supplier	Espo 0116 2657901	
Electricity Services	FW Hendry 01553 761010 – 07801323039	
Electricity Supply	Total via Espo 01162657901 UK power networks 08003163105 (power cuts) 0800 0294285 (general enquiries) National Grid 0800 78392228	
Water	Anglian water 0345 7919155	
Burst Pipes/ Emergencies (24 hour)	As above	

3. Inventories

GUIDANCE AND SAMPLE ACTION NOTES

The following guidance is provided for Academy staff to adopt and adapt as relevant for their setting. It may be used for staff briefing and training sessions, or as the basis for discussions on safety and incident management.

The information may be used by staff in the event of an incident in order to provide assurance where required.

The information is provided in a range of formats for ease of use.

Incident Management Guidance Guiding Principles

It is impossible to anticipate the nature of every critical incident. However a number of guiding principles ought to be considered by those staff who are involved, particularly where the incident has resulted in injury or death to members of the Academy family or those connected to it:

- Establish a Senior Emergency Management Team immediately it becomes clear an incident has occurred
- Continually brief relevant persons
- Always verify the facts as soon as possible;
- Do not overreact, especially with the media;
- Always be seen to be positive and caring;
- Communicate on a need-to-know basis;
- Delegate to colleagues, do not be a martyr;
- Try and have a witness to conversations;
- Be very flexible;
- Be compassionate and sensitive.

IMMEDIATE ACTION – When a crisis occurs:

Obtain accurate information relating to the incident and relay this to the Principal (or senior

1. member of staff in their absence)
2. Establish a Senior Emergency Management Team in line with Academy procedures and ensure all members have a clear understanding of their responsibilities during this incident
3. The Principal should contact the parent/ carer of the child caught in the tragedy and ask them to come into the Academy for a full briefing if this is appropriate. (This may not be appropriate if the parent/carer needs to go to a hospital if the child has been seriously injured.) Parents/carers need to be informed of all available facts as early as possible.
4. The Trust and appropriate officers in the Local Authority will be contacted and notified of the incident so that appropriate assistance can be given.
5. Staff will be informed as early as possible.
6. Ensure any incoming calls by other parents or agencies are answered. A record of who has phoned should be kept so the school knows who else needs to be contacted.
7. All other parents/ carers should be informed that a significant accident has occurred and the result of this may be that their child will be upset. Any parent who is distressed will be offered support and telephone numbers given of agencies which can help.
8. A telephone call may be made to inform our neighbouring schools that an incident of significance has occurred.
9. The Academy will contact the Trust for advice regarding dealing with the media. All guidance will be adhered to. No member of staff or member of the Governing Body will talk to the media unless previously arranged. Additionally, all parents/ carers and children will be asked not to talk to the media in the best interests of the children, staff and school as whole. It is expected that the Trust will advise on any requests for television, radio or newspaper interviews. All enquiries will be directed to the operations manager who will (if required) arrange to have a briefing session with the press.
10. Pupils will be informed of what has happened in a factual but sensitive way so to avoid any misunderstanding. It is preferable to do this as classes so that children can ask any questions they may have. Facts only will be shared and staff will not share any personal comments or speculations. They will be told as close to the time that parents/ carers are informed.
11. Academy routines will continue (as far as possible). This is to ensure the children feel secure and know there is stability in school.
12. If the incident has resulted in a death, a member of the Academy team will enquire as to the burial customs of the family (some religions hold their funeral services within 24 hours of death). This will include whether sending flowers, for instance, is appropriate.

SHORT TERM ACTION

Once it is confirmed that the Academy is facing a major crisis the following will be followed:

1. Ensure children receive any medical or first aid support they require and that they are physically safe from any further harm.
2. Ensure children are re-united with their families as soon as practicable. If necessary, organise for families to be taken to their children.
3. Ensure all staff, teaching and non-teaching, have an opportunity to express their emotional reactions to the crisis.
4. Make contacts with other professionals and organised support for any member of staff or child who requires professional help. The Principal has responsibility for ensuring that the right professional support is in place for the children. If appropriate, set up a regular support group, counselling sessions and someone who will monitor and access the children's and/or staff's needs and their well-being.
5. Organise for appropriate agencies or the local clergy to come into the Academy to talk to all the children in assemblies if this is required and will be helpful.
6. After a few days or when deemed appropriate, organise for a designated person in the Academy to be available to listen to any of the children's reflections, thoughts and feelings on the prior events. If a child feels more comfortable talking to another member of staff, this will be acknowledged and organised.
7. If a child or a group of children have been personally affected by the incident, all other children need to be given time to make cards and send messages as appropriate.
8. Staff need to be aware that children may show a reaction in their play and learning and that this can be a normal reaction to significant events. Staff need to make observation notes and keep careful records of any behaviour that is unusual for the child. These should be shared with the parent and the Principal must be informed. Appropriate support will be put in place if this is required.
9. Organise a debriefing session for children and staff. This is to ensure:
 - there is clarification about what has happened
 - there is an opportunity for everyone to share and talk about their reaction to what has happened
 - reassurance is given
10. The Principal must contact the families of those who have been hurt or bereaved and express sympathy and give support

MEDIUM TERM ACTION

Careful and sensitive planning is required to ensure pupils, staff and the whole school community recover as quickly as possible and that stability is recreated.

At the Academy we will:

1. Make sensitive arrangements for the return to school which may include:
 - the possibility of part time or flexible attendance
 - preparing re-entry into the class
 - ensuring the curriculum is well thought through
 - a catch-up package is planned

- organising visits by the class teacher and friends to give confidence and a clear message of a support network at school
 - set up 'sanctuary' arrangements for any pupil if they feel upset or become overwhelmed by the recent events
2. Arrange alternative teaching if necessary (the pupil may have difficulties concentrating or writing and this will need to be considered by staff)
 3. Arrange support for affected staff. Staff may need to have their own needs met and the Principal will contact any appropriate outside consultants or agencies to assist with this. Advice will always be sought from Health or Local Authority personnel.
 4. Liaise with parents which will include the sending of bulletins. These may include what help has been put in place, a list of people who can offer further support and who to contact if parents have any further concerns about their child.
 5. Decide about attendance at funerals.
 6. A special assembly or memorial service may be planned to allow the whole school community to acknowledge the events and to ensure there is a moving on from these.
 7. Ensure staff and parents/ carers are aware of how they will be kept up to date with their child's progress in school. The Principal will contact any parent/ carer personally and establish a plan of communication.

LONGER TERM ACTION

The Trust recognises that the effect of any crisis can last for many years. The following will be considered:

1. Introduce strategies to continue monitoring the most vulnerable pupils and staff. All new members of staff will be informed of the events that took place and additionally, have access to any monitoring notes made. New staff will additionally know how to obtain further help if this is necessary.
2. Consult and decide on whether and how to mark the anniversary of the event.
3. Plan how to deal with any legal processes, enquiries and even news stories that may bring back distressing memories and cause temporary upset within the school.

Sample Action Cards Action Card

- Co-ordination

Ref'	Co-ordination - ongoing response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	Continue to allocate tasks amongst the team. Work closely with the team to co-ordinate their actions and help to resolve any complications or difficulties that arise. If the incident has occurred on an educational visit: <ul style="list-style-type: none"> ▪ 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. 	
C3	Wherever possible, assign members of staff to relevant Academy Emergency Management Team roles: <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C4	Remember to: <ul style="list-style-type: none"> ▪ Allocate tasks amongst the team ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of team / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Check that everyone who should have been notified of the incident has been informed. Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Seek advice on legal and insurance issues, if appropriate. Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers	

	and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service. Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is serious (such as a fatality) liaise with the Police about informing next of kin.	

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

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the team and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for Academy staff involved in the response.	
C25	Represent the Academy at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the Academy emergency plan.	
C27	Consider contacting the Head Teachers of nearby schools to inform them of any important issues relating to the incident.	

Business Continuity

Ref'	Business continuity - initial response	Tick / sign / time
BC1	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. 	
BC2	Establish what effect the emergency will have on the operation of the Academy. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the Academy premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the Academy open and try to maintain normal Academy routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents/carers are informed of any changes to the Academy routine.	

BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	
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Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with Academy staff and other organisations to restore the usual Academy routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

Communications

Please refer to appendix 6 for more information on communication arrangements.

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

Ref'	Communications - ongoing response	Tick / sign / time
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CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents/carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents/carers (please refer to appendix 6). Ensure that records of calls made to parents/carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the Academy answer phone on a regular basis.	
CO9	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. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents/carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

Log-keeping

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

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

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

Media Management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from the Trust and other organisations if appropriate (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the 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.	
M3	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.	
M4	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.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the incident team, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	

M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents/carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through social media/mobile phones etc).	

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

Resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the Academy without hindrance. Consider sending a member of staff to the Academy entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the 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. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ Incident team briefing room ▪ Briefing area for parents/carers ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the Academy.	
R8	Ensure the Academy site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

Welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents/carers, visitors and responders.	
W2	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). 	

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

Ref'	Welfare - recovery	Tick / sign / time

W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	
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Welfare

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W1	Establish arrangements to meet the welfare needs of pupils, staff, parents/carers, visitors and responders.	
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Ref'	Welfare - ongoing response	Tick / sign / time
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W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

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

Educational Visit Leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Principal (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	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.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	

E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ☒ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take-action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Principal / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Principal (or nominated emergency contact) about arrangements for notifying parents/carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	

E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents/carers have been notified.	
E23	Ask the Principal (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

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

P13	If pupils who were particularly affected by the incident leave the Academy (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.	
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Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention	
P17	Cancel or rearrange any events which are inappropriate	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	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.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents/carers a suitable date for returning to the Academy after a period of absence.	
P23	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 school day. 	

P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	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. 	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
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P26	Contact bereaved families to express sympathy on behalf of the Academy.	
P27	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.	
P28	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: <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 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. 	

Ref'	Post incident support - remembrance	Tick / sign / time
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P29	Taking into account the wishes of the family, consider providing a suitable memorial at the Academy: <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). 	
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P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother’s day ▪ Father’s day ▪ Anniversary of the event. 	
P31	<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. 	
P32	<p>Be aware of renewed media interest near anniversaries of the event.</p>	

ANNEX 6 - BOMB THREATS AND SUSPICIOUS PACKAGES

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?

Time the call ended:

Contact the Police (999) and Principal / 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?

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

At what pace did the caller speak?

Normal Quick Slow

What manner did the caller have?

<input type="checkbox"/> Normal	<input type="checkbox"/> Upset	<input type="checkbox"/> Irritated
<input type="checkbox"/> Calm	<input type="checkbox"/> Angry	<input type="checkbox"/> Muddled
<input type="checkbox"/> Excited	<input type="checkbox"/> Rational	<input type="checkbox"/> Other
<input type="checkbox"/> Laughing	<input type="checkbox"/> Irrational	

Were there any distinguishable background noises?

Notes:

Suspicious Packages

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

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

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

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

ANNEX 7 - COMMUNICATIONS

Our Media lead is HR EMAT
Our Spokesperson is Sarah Wilson
Our Deputy Spokesperson is Glen Rossiter

The room designated for media briefings and press personnel is the management room.
Our alternate room is EMAT office conference room.

The Trust has agreed the following guidelines in the event of an incident. General advice/before the Trust's representative arrives:

- No member of staff will talk to journalists
- Staff will refrain from commenting or posting regarding the incident on social media
- Personal information will not be released.
- No blame will be apportioned.

Other than the Principal and Trust's representative, the rest of the Senior Emergency Management Team will not be directly involved in media communications

The Academy may issue a media holding statement, which can be used in the initial stages of an incident, until the Trust's representative arrives. This may be followed up with a more detailed statement as soon as possible.

Additionally, staff and parents will be briefed as appropriate.

In the event of a major incident the Trust 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 Trust/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.

Communications Checklist

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01366 383824	Main reception
Outgoing calls	Main number or extensions	

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

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> ▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the Academy site?
Academy website / extranet	<ul style="list-style-type: none"> ▪ Log-in details: http://nelsonacademy.ovw1.devwebsite.co.uk/?login=true ▪ Who is authorised/trained to edit the website? ▪ Sarah Wilson/Leora Forrester ▪ Can it be updated remotely or only from the Academy site? Both
Text messaging system	<ul style="list-style-type: none"> ▪ Log-in details Pupil Asset individual log-ins Can it be used remotely or only from the Academy site? Both. For Pupils and Staff
Local radio stations	<ul style="list-style-type: none"> ▪ Instructions for reporting Academy closures.
Sign at Academy entrance	Site Team/Operations Manager/Trust Premises Manager
Newsletter	Operations Manager (sent via Dojo)
Email	Class Dojo
Letter	Mail merge using Pupil Asset Via email using Class Dojo (print any not able to send via email)
Academy notice board	As per sign at academy entrance

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

Group	Preferred method of contact	Contact details are available from
Pupils	Assemblies	Pupil Asset
Parents/carers	Pupil Asset/Class Dojo	Pupil Asset/Class Dojo
Governors	Via mobile Via Clerk to Governors	Contact numbers are at the beginning of this policy
Extended services	Via mobile	Contact numbers are at the beginning of this policy

Sample Staff and Parent Briefing

You will be aware of the recent incident that has affected our Academy. We are currently working closely with the Trust and the local authority to ensure that disruption is kept to the minimum possible. 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, no doubt, hear all sorts of 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 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,

Principal