

Galley Common Infant School

E.A.S.E.E.

Emergency Advice & Support for Education Establishments





IMPORTANT

If you are in an emergency or needing to activate the operational procedures within this plan please read “*Section B – Introductory Guidance Documents*” and refer to your most appropriate action card in “*Section C – Operational Procedures*”.

Contents Page

Section A - Preface	7
A1 School Profile	8
A2 Forward	11
A3 Ownership and Maintenance	12
A4 Plan Review and Training and Exercising	13
A5 Distribution Lists	15
A6 School Responsibility on use of Content in this Document	17
A7 Disclaimer	17
Section B – Introductory Guidance Documents	18
B1 Glossary of Terms	19
B2 Introduction	20
B3 Aims and Objectives	20
B4 Definitions	21
B5 Roles and Responsibilities	22
B6 Levels of Emergency / Incident within Schools	23
Section C – Operational Procedures	26
C1 Activation of SERT During Office Hours	27
C2 Activation of SERT During Out of Office Hours	28
C3 Initial Operational Procedures	29
C4 Initial Operational Procedures: Head Teacher	31
C5 Initial Operational Procedures: Deputy Head	33
C6 Initial Operational Procedures: School Business Manager	35
C7 Initial Operational Procedures: Senior Administrator	36
C8 Initial Operational Procedures: Caretaker	38

C9 Initial Operational Procedures: Chair of Governors	39
Section D – Business Continuity.....	40
D1 School Business Impact Analysis.....	41
D2 School Business Continuity Plan.....	49
Section E – Contact Lists.....	55
Section F – Guidance Documents	59
F1 Generic School Emergency Considerations.....	60
F2 School Closure or evacuation Considerations	61
F3 Internal Management Guidelines	62
F4 Possible Effects on Staff.....	63
F5 Possible Effects on Pupils	64
F6 Further Practical Considerations in Terms of Effects on Staff and Pupils	64
F7 Marauding Active Shooter Guidance	64
F8 Suspicious Items – Using the HOT Protocol	67
F9 Lockdown in Schools.....	68
F10 Management of Media Issues.....	69
F11 General Guidance on Media Issues.....	69
F12 Restoration and Long Term Issues.....	70
F13 Outbreak of Infectious Disease.....	71
Section G – Appendices.....	73
G1 Incident Log Template.....	74
G2 Training Scenarios	75
G3 Media Consent Form Templates	84
G4 Action Card Check List: Head Teacher	86
G5 Action Card Check List: Deputy Head.....	87

G6 Action Card Check List: School Business Manager.....88
G7 Action Card Check List: Senior Administrator.....89
G8 Action Card Check List: Caretaker90
G9 Action Card Check List: Chair of Governors.....91
G10 Business Continuity: Business Impact Table.....92
Section H – School Documents93

Section A - Preface

Quick Reference Contents Page

A1 School Profile8
A2 Forward11
A3 Ownership and Maintenance12
A4 Plan Review and Training and Exercising.....13
A5 Distribution Lists15
A8 School Responsibility on use of Content in this Document17
A9 Disclaimer.....17

A1 School Profile

School Name	Galley Common Infant School
Address	Plough Hill Road, Galley Common Nuneaton CV10 9NZ
School Status	Maintained
Other Features	
Map Location	



Head Teacher	Kay Middleton
Management Team	Judith Newman Assistant Head
Teaching Staff	7 fte Teachers
Facilities Staff	1 Caretaker, 1 Cleaner
Administrative Staff	1 Admin Staff

Galley Common Infant School

Other Staff	8 TAs, + 1 MDS (7 total MDS)
Chair of Governors	Christine Paremain
Pupil Profile	161 pupils
Other Information	

A2 Forward

The reality of life in the 21st Century is that we are all too acutely aware of the many real and perceived dangers in our society. Our schools and young people are not immune from such threats as events in Cumbria, Virginia, Beslan and as recently as this year in a school in Leeds so graphically demonstrate. Fortunately, such incidents, however shocking, are still rare. The EASEE document for Schools' has been updated to take account of recent incidents which have occurred in and around our school communities in the UK and overseas.

We have learned from these, and from incidents in other local authorities. The intention is to provide information which will be of use to schools in carrying out preventive work but also to prepare to some extent for what are always unexpected eventualities.

Coventry, Solihull and Warwickshire (CSW) Resilience Team hope that you will never have to respond to a critical incident but trust that the advice contained herein will stand you in good stead should the need arise. We will keep the guidance under regular review and will publish updated advice in the light of any future experience and your feedback to us.

Galley Common Infant School is committed to ensuring that, in the event of an emergency, the school will continue to provide a high level of education for its pupils.

Signed

Galley Common Infant School
Head Teacher
Reviewed March 2021

A3 Ownership and Maintenance

The document remains the property of the CSW Resilience Team in partnership with Galley Common Infant School

The CSW Resilience Team is responsible for the drafting, issuing, reviews, maintenance and updating of template version of this plan. All information added by Galley Common Infant School to the template version is the sole responsibility of that school to keep up to date and current.

Please use the contact details below to notify the team of any updates or amendments required.

Address: CSW Resilience Team
Public Health Directorate
Solihull MBC
PO Box 24
Council House
Solihull
B91 9EG

Tel: 0121 704 6032

Fax: 0121 704 8309

Email: epinfo@solihull.gov.uk

A4 Plan Review and Training and Exercising

Training & Exercising

It is the responsibility of the Head Teacher of t Galley Common Infant School to make sure that all relevant members of Galley Common Infant School staff with an operational role in the emergency will receive training on the school EASEE Plan. A training record of all relevant staff will be kept and maintained alongside this Galley Common Infant School EASEE Plan.

Review

It is the responsibility of the Head Teacher of Galley Common Infant School to make sure that the EASEE Plan is reviewed. The EASEE Plan will be reviewed and amended as follows:

- Annually in line with the School Financial Value Standard Assessment which takes place on the 31st March;
- Following an incident requiring Galley Common Infant School to activated the EASEE Plan;
- When relevant, new or amended emergency planning guidance is issued;
 - As well as making sure that the EASEE Plan keeps to the schools business planning and risk register process to ensure that BCP priorities consider key school activities and risks.

Version	Amendment and Review Details	By Whom	Date
1.0	Final version of plan issued.	Alex Bartoszewicz	10/07/2014
1.1	Coventry City Council Educational Psychologist in hours contact changed.	Alex Bartoszewicz	15/09/2014

**Emergency Advice and Support
For Education Establishments**

A5 Distribution Lists

This EASEE Plan has been distributed to the following individuals in either a hard and/or electronic copy.

Name	Role	Organisation	Hard and/or Electronic Copy
Archer H			
Arkininstall T			
Baker M			
Beardmore K			
Brown L			
Day C			
Dewis J			
Evans J			
Gordon L			
Herbert J			
Hughes A			
Jennings P			
Keatley S			
Meer K			
Middleton K			
Newman J			

**Emergency Advice and Support
For Education Establishments**

Phillips D			
Reynolds L			
Salmon A			
Scruby C			
Shilton V			
Witts C			

A6 School Responsibility on use of Content in this Document

“*Section C – Operational Procedures*” and “*Section H – Appendices*” are to be used as a standalone plan template for schools to enter their details and complete. Schools are not to copy parts from this section into alternate documentation specifically those used for school emergencies. This is because the copied content maybe taken out of context from which the school its staff and pupils maybe put at risk. If a school does copy any content from “*Section C – Operational Procedures*” or “*Section H – Appendices*” into alternate documentation it is at the schools own risk and is their responsibility.

If a school decides to use or develop their own Emergency Plan they can use the information contained within “*Section B – Introductory Guidance Documents*” and “*Section G – Guidance Documents*” to do this.

A7 Disclaimer

Although every precaution has been taken by the CSW Resilience Team to ensure, as far as possible, that the information in the EASEE Plan is accurate and to date, no guarantee or responsibility is taken for the accuracy of the information contained herein through.

Section B – Introductory Guidance Documents

Quick Reference Contents Page

B1 Glossary of Terms	19
B2 Introduction.....	20
B3 Aims and Objectives.....	20
B4 Definitions.....	21
B5 Roles and Responsibilities.....	22
B6 Levels of Emergency / Incident within Schools	23

B1 Glossary of Terms

Acronym	Description
BC	Business Continuity
CCA 2004	Civil Contingencies Act 2004
Coventry CC	Coventry City Council
CSWRT	Coventry, Solihull and Warwickshire Resilience Team
CTSA	Counter Terrorism Security Advisors
DAS	Disaster Appeal Scheme
DfES	Department for Education and Skills
DoH	Department of Health
EASEE	Emergency Advice for Educational Establishments
EP	Emergency Planning
EPO	Emergency Planning Officer
LA	Local Authority
LEA	Local Education Authority
NHS	National Health Service
OFSTED	Office for Standards in Education, Children's Services and Skills
SERT	School Emergency Response Team
Solihull MBC	Solihull Metropolitan Borough Council
Warwickshire CC	Warwickshire County Council

B2 Introduction

Handling emergencies can be a normal part of school life. Some incidents, however, are of a more critical and overwhelming nature in which staff, pupils and parents can experience acute and prolonged exposure to intense situations and distresses.

Examples of recent incidents faced by schools within the United Kingdom are:

- The murder of a pupil or teacher by whatever cause,
- Exposure to disease,
- Increased exposure to injuries on school trips,
- Road traffic collisions resulting in a death,
- The suicide of a student or teacher,
- The aftermath of terrorist or criminal activity,
- Arson attacks,
- Severe weather damage,
- Accident involving a contractor on school premises.

This document forms a valuable extension to some of the Council's existing procedures and guidance, building on these to form a comprehensive suite of arrangements to allow a school to cope with the range of demands such an incident brings.

It has been demonstrated in recent time that an organisation which anticipates a major incident, and has clear plans to manage the response, is likely to handle the actual event more effectively and confidently. Communicating within the organisation and identifying the key roles and who assumes these, will allow a process that can be tested, improved and should an incident occur provide these responders with a structure to support the response.

This document provides the framework for a response plan by encouraging and supporting pre-planning. It is essential that you have access to advice and support because it cannot be overstated that in dealing with children the ramifications of getting it wrong remain with the school, the council and the community for a very long time.

B3 Aims and Objectives

Aim

The aim of this plan is to help the Head Teacher and school staff to respond to incidents that disrupt the daily operation and smooth running of normal business and to provide clear guidance on procedures to follow which can be used to support school's actions in the event of a critical incident or emergency.

Objectives

To ensure control is established at a senior level within the school at the earliest stages of an emergency situation by:

1. Enabling the School to establish a School Emergency Response Team (SERT) with guidance on other sources of information and help,
2. Minimise education and administrative disruption within the school,
3. Enable normal working to be resumed in the shortest possible time.

B4 Definitions

Emergency

An emergency is a situation which threatens serious damage to human welfare in a place in the UK, the environment of a place in the UK, or war or terrorism which threatens serious damage to the security of the UK:

- Arises with or without warning,
- Causes or threatens death, injury or serious disruption to normal life,
- Affects more people than can be dealt with under normal conditions,
- Requires special mobilisation and organisation of resources.

The definition of “emergency” is concerned with consequences; rather than the cause or source. Therefore, an emergency inside or outside the UK is covered by the definition, providing it has consequences in the UK.

Definition of a Critical Incident

There are naturally situations that are not emergencies, what constitutes an emergency for one organisation may not be considered an emergency by another and a relatively minor incident in the eyes of the outside world may be catastrophic to a tightly knit community like a school.

These can be defined as a Critical Incident and may meet the following criteria:

- An event that requires the Local Authority or School to respond in a manner outside its normal, day to day procedures and method of work,
- Is limited in scale or area enabling a local response,
- Involves one or more Service Areas.

A critical incident can be an incident which causes or threatens death, injury or serious disruption to the normal working of the school and may require the assistance of outside agencies to ensure that the organisation returns to normal.

Critical Incidents may include:

- Fatal road traffic accidents involving pupils or staff
- Death or serious injuries on school trips or on school premises
- Pupil suicide

- Death or serious injury of pupils or staff as a result of criminal activity
- Death of pupil(s) in house fires.

Business Continuity

Business Continuity is the process by which critical areas of the school are identified and the procedures strengthened to ensure that the school continues to be able to provide pupils with continued and uninterrupted education.

B5 Roles and Responsibilities

The Council

EASEE Team

EASEE is the name for the Emergency Advice and Support for Education Team in Coventry, Solihull and Warwickshire.

EASEE is a joint working group which includes:

The CSW Resilience Team, members of the Educational Psychology Service, and other services required dynamically during the time of the incident.

This group aims to provide emergency support for schools in Coventry, Solihull and Warwickshire, in the event of a critical incident. This support can provide immediate assistance leading to medium and long-term support for return to normality.

EASEE support will only be provided by the request from the Head Teacher or senior member of staff and is to support the school following a critical incident. EASEE staff will only assist a school following a request and whilst not mandatory to be included, inclusion is strongly recommended.

Such requests for EASEE support are made to the CSW Resilience Team.

Coventry, Solihull and Warwickshire Resilience Team

The CSW Resilience Team are responsible for all Emergency Planning and Business Continuity work across the authorities of Coventry, Solihull and Warwickshire and also for ensuring compliance with the Civil Contingencies Act 2004 and similar guidance from DfES and DoH.

The Council is defined under the Civil Contingencies Act 2004 as a Category One responder with colleagues from Police, Fire and Ambulance.

Educational Psychology Service

The Educational Psychology Team can offer tailored support to schools who have suffered a major event. This may include:

- Advice on appropriate types of support;
- Guidance on managing whole school support;

- Medium term follow up support to pupils and families;
- Advice to schools on assessing longer term needs and referral to other agencies, where appropriate.

The School

School Emergency Response Team (SERT)

The School Emergency Response Team will be formed as soon as possible and comprises the most appropriate members of staff across the school. Contact details for the team are integral to the plan and will be included.

The Head (or deputy) should activate the group which should comprise the key SERT members. Each defined role in the team must have a deputy in case the lead is unavailable or involved in the incident and to provide relief where required.

The duties of the SERT senior staff could include:

- Establishing a duty rota for staff;
- Co-ordination at the incident scene together with emergency services;
- Collecting accurate and up to date information on the incident;
- Working with the Council's Communications Teams (depending on SLA's with Academy Schools) to agree a mechanism for disseminating appropriate information for both teaching/clerical staff and pupils and organise the response to the media;
- Ensuring the Website (internal and external) are appropriate and reflect cleared messages;
- Making decisions about who is keeping contact with the parents of dead/injured children (bear in mind this contact may continue for some time);
- Establishing parental wishes regarding the nature of the information to be given in school; i.e. funeral, memorial services;
- Close liaison with any outside agencies involved. Consider arranging for information sharing with other schools (attended by siblings, relatives or close friends);
- An awareness of the effects the incident is having on other staff – including regular staff briefings;
- Designating someone to respond to any contacts made by parents not directly affected by the crisis;
- Organising basic provisions – food, drinks, paper tissues, writing / drawing materials, availability of medical assistance;
- Ensuring safety procedures are followed;
- Dealing with the return to “normality”;
- Maintaining a log of all issues, actions and decisions in the approved format.

B6 Levels of Emergency / Incident within Schools

While it is not possible to plan for every possible eventuality that might arise, incidents are grouped into three levels:

- Level 0 – Localised Incidents;
- Level 1 – Localised Emergencies;

- Level 2 – Major Emergency / Incident.

Levels 1 and 2 are distinguished on how wide-spread the possible effect may be and the action that needs to be taken, not necessarily their potential severity.

While the LA response and coordination is likely to take effect on the two higher levels, it is considered worthwhile to include notification at a Level 0, since initial action taken is likely to be similar and recognition needs to be given to unforeseen events.

Level 0: Localised Incident

Disruptive to routine but not an immediate threat to life or well-being

An incident that can be dealt with locally and may, at most, require a limited closure of the school and includes limited disruption without involving risk to the well-being of individuals.

Some support from the CSW Emergency Planning Team (LA) or other agencies may be necessary, and some incidents may require formal notification to the CSW Emergency Planning Team (LA).

Examples:

- Severe weather problems;
- Services – power, gas, water cut off;
- Failed heating system;
- Flooding or other weather damage;
- Fallen trees;
- Minor earthquake tremor;
- Water leak;
- Vandalism ;
- Local industrial action;
- Infectious disease outbreak;
- Flight restrictions preventing normal return of school group;
- ICT failure or disruption including:
 - Internet Connectivity outage;
 - Email system not working;
 - Theft of servers or major parts ICT infrastructure;
 - Malicious (Virus, Denial of Service, hacking etc.) attack on ICT systems;
 - Website down;
 - Telephone Services not working (possibly linked to Internet service).

Level 1: Localised Emergency

Localised emergencies may include any unexpected event which is likely to disrupt the normal functioning of the school.

These are more likely to be critical incidents involving a real threat of, or actual injury or death, where urgent and significant CSW Emergency Planning Team (LA) and other agency support are needed.

Examples: In School

- A deliberate act of violence, such as the use of a knife or firearm;
- A school fire or laboratory explosion;
- The destruction or serious vandalising of part of the school;
- Fire;
- Gas leak.

Outside School

- The death of a pupil or member of staff through natural causes or accidents;
- A transport-related accident involving pupils and/or members of staff or resulting in death or serious injury;
- Death or serious injuries on school journeys or excursions;
- Large clusters of localized human to human viral infection which will trigger concerns of a likely epidemic.

Level 2: Major Emergency / Incident

Major Emergencies / Incident may affect whole communities and typically involve the CSW Resilience Team (LA).

A serious incident in the local community which could have a significant impact on the school. School closure may be necessary dependant on the nature and proximity of the emergency.

The EASEE Team and CSW Emergency Planning Team (LA) will be involved.

Examples:

- Civil disturbances and or terrorism;
- Serious road or rail accident or spillage;
- Aircraft crash;
- Factory explosion;
- Terrorist action;
- A more widespread disaster in the community;
- A Flu epidemic or viral infection leading to national alert.

Section C – Operational Procedures

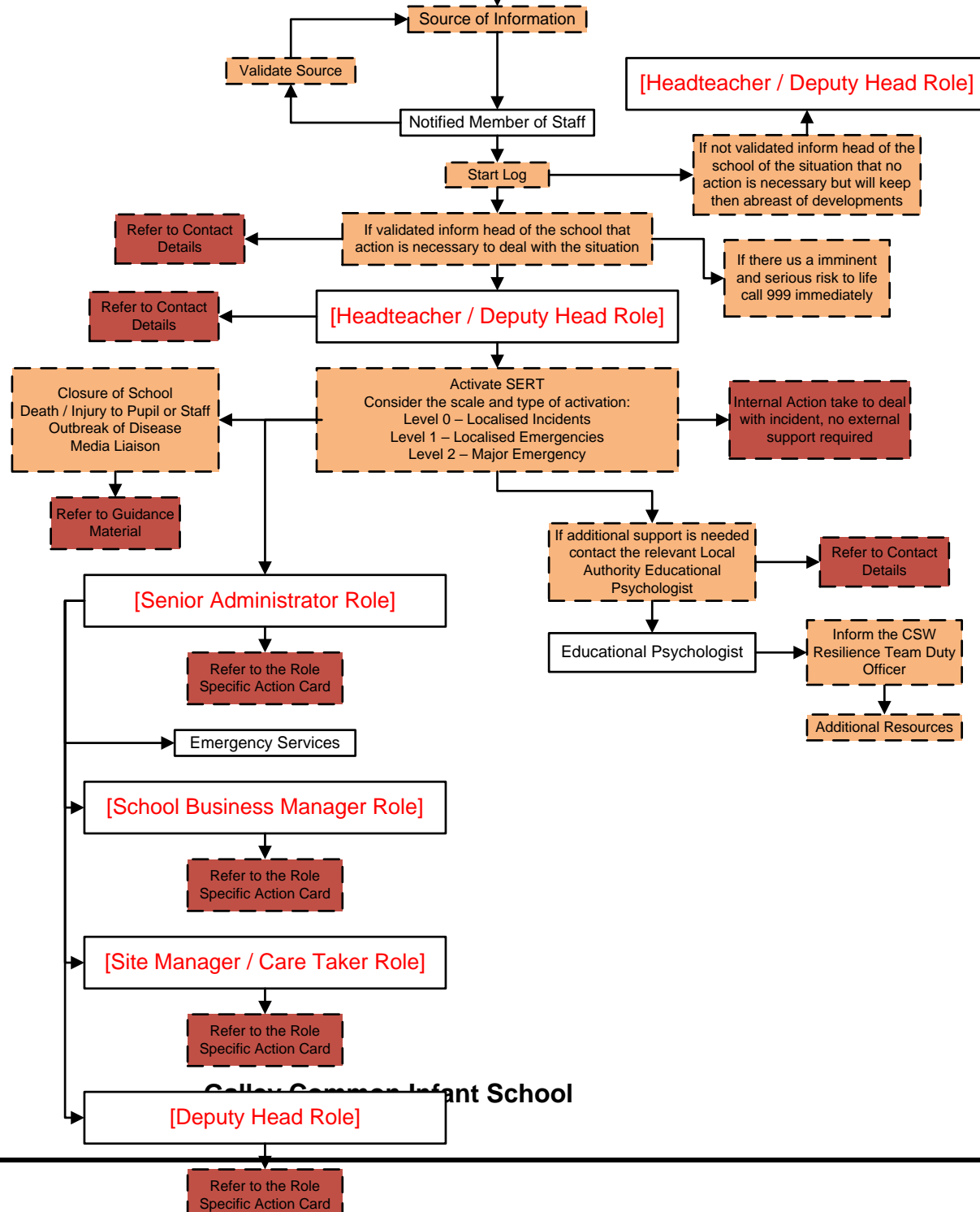
Quick Reference Contents Page

C1 Activation of SERT During Office Hours	27
C2 Activation of SERT During Out of Office Hours.....	28
C3 Initial Operational Procedures	29
C4 Initial Operational Procedures: Head Teacher	31
C5 Initial Operational Procedures: Deputy Head	33
C6 Initial Operational Procedures: School Business Manager	35
C7 Initial Operational Procedures: Senior Administrator	36
C8 Initial Operational Procedures: Caretaker	38
C9 Initial Operational Procedures: Chair of Governors	39

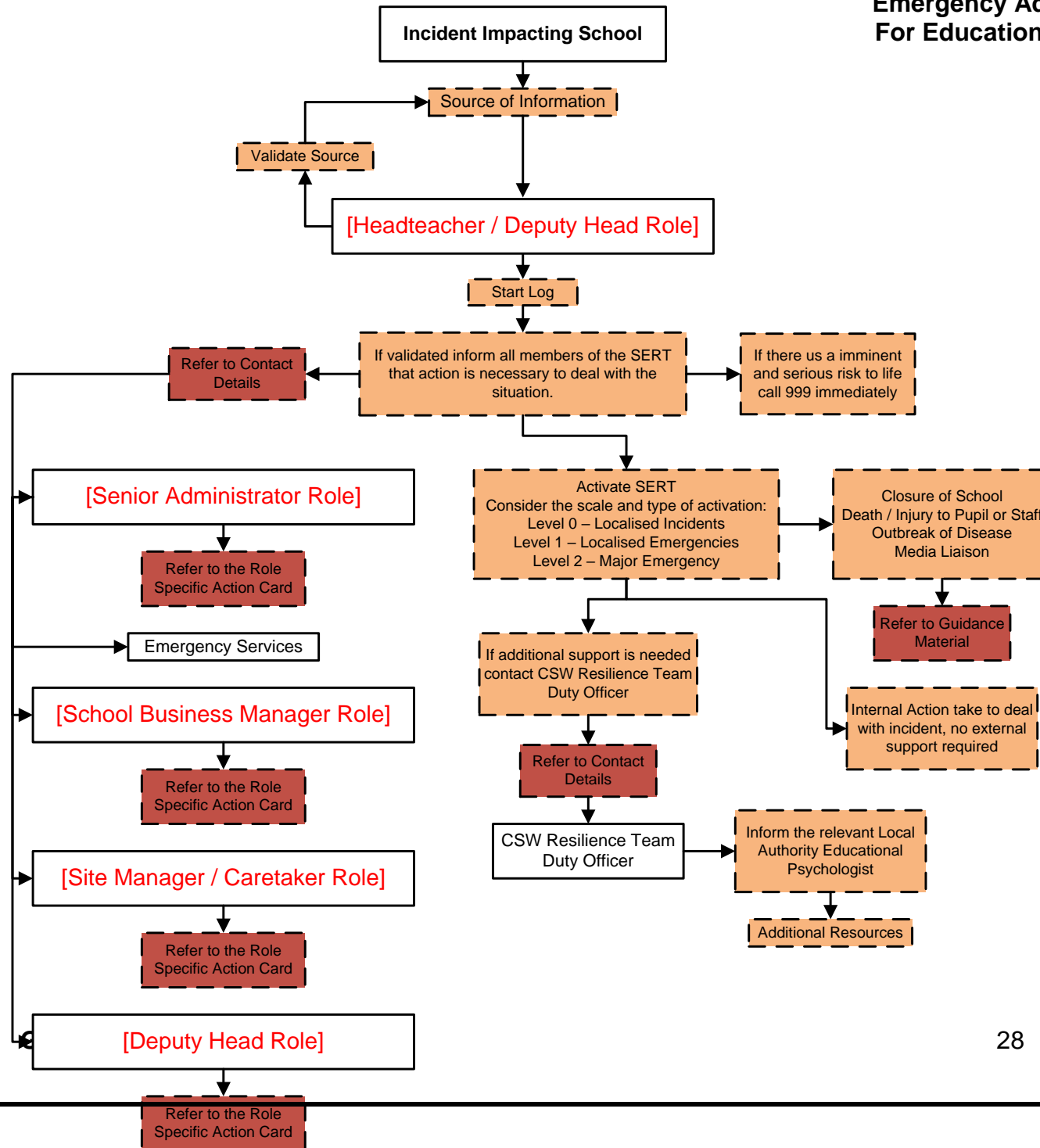
Incident Impacting School

Emergency Advice and Support For Education Establishments

C1 Activation of SERT During Office Hours



Colley Common Infant School



C3 Initial Operational Procedures

The School Emergency Response Team (SERT) has responsibility for responding to an incident which would significantly disrupt normal activity with the school. In the table below is a summary of each of the members of SERT.

Position in School	Role During an Incident
Head Teacher	<ul style="list-style-type: none"> • Leader of plan • Designate roles and responsibilities • Liaise with Emergency services • Co-ordinates from School • Inform the Local Authority of the Incident • Inform EASEE of incident
Deputy Head	<ul style="list-style-type: none"> • Assist Head Teacher • Lead staff and pupil welfare • Arrangements on behalf of head • Adopt leader role if Head Teacher not available
Senior Administrator	<ul style="list-style-type: none"> • Assist Head Teacher • Liaise with Emergency services • Contact relevant outside agencies • Support Head Teacher and other members of SERT • Provide all necessary records • Inform parents /relatives
Caretaker	<ul style="list-style-type: none"> • Assist Head Teacher Assist with Emergency response on site • Assist with building access and security
Chair of Governors	<ul style="list-style-type: none"> • Support Head Teacher
School Business Manager	<ul style="list-style-type: none"> • Assist Head Teacher • Initiate Business Continuity Arrangements
Others as Required	<ul style="list-style-type: none"> • Roles as advised by Head Teacher and Deputy Head

All members of the School Emergency Response Team (SERT) are advised to:

- Have a copy of the EASEE Plan at home and at School;
- be aware of the roles of each part of the plan to enable the School to react swiftly and accordingly;
- Retain the SERT contact numbers for 24 hour contact;

- have an on call rota for SERT members in the event of a School trip.

C4 Initial Operational Procedures: Head Teacher

Upon notification of the incident the Head Teacher is to undertake the following actions:

No.	Action
1	Assess the information and situation
2	Instruct the Senior Administrator to request the appropriate Emergency Services
3	Activate the relevant plans: <ul style="list-style-type: none"> • <i>Evacuation Plan</i>
4	Advise the Senior Administrator to activate the School Emergency Response Team (SERT). If out of hours this responsibility falls to the Head Teacher. <i>Note: SERT contact details refer to <u>"Section E – Contacts List"</u></i>
	If members of the SERT are unavailable, and cannot carry out their roles and responsibilities. Identify a substitute replacement if possible or redistribute responsibilities.
5	Commence log of all action and decisions <i>Note: For a log template refer to <u>"Section G1 Incident Log Template"</u></i>
6	Ensure safety / welfare of pupils and all adults in the care of the School <i>Note: For information on possible effects on staff and students refer to <u>"Section F2 Possible Effects on Staff"</u>, <u>"Section F3 Possible Effects on Students"</u> and <u>"Sections F4 Further Practical Considerations in Terms of Effects on Staff and Pupils"</u></i>
7	In Office Hours – Inform your Local Authority Educational Psychologist Out of Office Hours – Inform the Duty Emergency Planning Officer <i>Note: For Local Authority Contacts refer to <u>"Section E – Contacts List"</u></i>
8	Decide whether to keep pupils in class rooms and safe areas or consider evacuation
9	Consider evacuation of the School to designated Evacuation points
10	Consider evacuation of the School to designated back up location <i>Note: For designated back up location refer to <u>"Section D – Business Continuity Procedures"</u></i>
11	Consider activating School closure arrangements
12	Ensure that the School Emergency Response Team are effectively carrying out their designated roles and responsibilities <i>Note: For SERT roles and responsibilities refer to <u>"Section B5 Roles and Responsibilities"</u></i>
13	Liaise with the Emergency services
14	Consider Emergency Roll call of all pupils and adults in the care of the School

**Emergency Advice and Support
For Education Establishments**

15	Keep Pupils and staff informed of situation
16	Ensure all media enquiries are passed on to the Local Authority Communications Team through the Duty Emergency Planning Officer (out of hours) or Educational Psychologist (in office hours). Or if an Academy School through their own communication arrangements. <i>Note: For media management guidance refer to <u>“Sections F9 Management of Media Issues”</u> and <u>“Section F10 General Guidance on Media Issues”</u></i>
17	Ensure Chair of Governors is kept informed of situation and Emergency response arrangements <i>Note: For Chair of Governors contact details refer to <u>“Section E – Contacts List”</u></i>
18	Prepare information / advice for parents, once prepared
19	Call meetings of the SERT as required, and ensure that the SERT and LA receive regular situation updates

C5 Initial Operational Procedures: Deputy Head

Upon notification of the incident the Deputy Head is to undertake the following actions:

No.	Action
1	Assist and support the Head Teacher to activate the SERT. <i>Note: Refer to <u>"Section C1 Activation of SERT During Office Hours"</u> and <u>"C2 Activation of SERT During Out of Office Hours"</u></i>
2	Ensure that all staff are aware that you are carrying out your designated Roles and Responsibilities as a member of the School Emergency Response team (SERT).
3	Obtain as much information as possible from the Head Teacher about the situation.
4	Commence a log of all action and decisions. <i>Note: For a log template refer to <u>"Section G1 Incident Log Template"</u></i>
5	Lead arrangements in ensuring safety / welfare of pupils and all adults in the care of the School. <i>Note: For information on possible effects on staff and students refer to <u>"Section F2 Possible Effects on Staff"</u>, <u>"Section F3 Possible Effects on Students"</u> and <u>"Sections F4 Further Practical Considerations in Terms of Effects on Staff and Pupils"</u></i>
6	Lead and direct all School Staff to support decisions taken by the Head Teacher
7	Seek advice from Head Teacher on whether to keep pupils in class rooms and safe areas or consider evacuation.
8	If directed by the Head Teacher: <ul style="list-style-type: none"> • Make arrangements for the Evacuation of the School to designated Evacuation points
9	If directed by the Head Teacher: <ul style="list-style-type: none"> • Make arrangements for the Evacuation of the School to the designated back up location
10	If directed by the Head Teacher: <ul style="list-style-type: none"> • Make arrangements to activate closure arrangements
11	Identify any pupils or adults needing specific support
12	Carry out Emergency Roll call of all pupils and adults in the care of the School
13	Keep Pupils and staff informed of situation
14	Ensure that the Head Teacher is advised of all Media requests. <i>Note: For media management guidance refer to <u>"Sections F9 Management of Media Issues"</u> and <u>"Section F10 General Guidance on Media Issues"</u></i>

**Emergency Advice and Support
For Education Establishments**

15	Assist the Head Teacher in providing consistent advice / information to parents.
16	Attend meetings of the SERT as required, and ensure that you are receive regular situation updates.

C6 Initial Operational Procedures: School Business Manager

Upon notification of the incident the School Business Manager is to undertake the following actions:

No.	Action
1	Assist and support the Head Teacher to activate the SERT <i>Note: Refer to <u>"Section C1 Activation of SERT During Office Hours"</u> and <u>"C2 Activation of SERT During Out of Office Hours"</u></i>
2	Ensure that all staff are aware that you are carrying out your designated Roles and Responsibilities as a member of the School Emergency Response team (SERT)
3	Obtain as much information as possible from the Head Teacher about the situation
4	Commence a log of all action and decisions <i>Note: For a log template refer to <u>"Section G1 Incident Log Template"</u></i>
5	Initiate business continuity procedures <i>Note: For school business continuity procedures refer to <u>"Section D – Business Continuity"</u></i>
6	Consider evacuation of the School to designated back up location <i>Note: For designated back up location refer to <u>"Section D – Business Continuity"</u></i>

C7 Initial Operational Procedures: Senior Administrator

Upon notification of the incident the Senior Administrator is to undertake the following actions:

No.	Action
1	Request the attendance of the Emergency Services as directed by the Head Teacher. <i>Note: Call 999 requesting the required emergency services</i>
2	Assist and support the Head Teacher to activate SERT. <i>Note: Refer to <u>"Section C1 Activation of SERT During Office Hours"</u> and <u>"C2 Activation of SERT During Out of Office Hours"</u></i>
3	Obtain as much information as possible from the Head Teacher about the situation
4	Commence a log of all action and decisions. <i>Note: For a log template refer to <u>"Section G1 Incident Log Template"</u></i>
5	Ensure that all staff are aware that you are carrying out your designated Roles and Responsibilities as a member of the School Emergency Response team (SERT)
6	Contact all members of the School Emergency response Team (SERT) and request that they carry out their role and responsibilities; <ul style="list-style-type: none"> • Deputy Head • Caretaker • Chair of Governors <i>Note: SERT contact details refer to <u>"Section E – Contacts List"</u></i>
7	Advise the Head Teacher if any Member of the SERT is unavailable, and cannot carry out their roles and responsibilities. Identify a substitute replacement if possible or redistribute responsibilities.
8	Ensure that pupil records and registers are available.
9	Ensure that Pupil medical records are available.
10	Highlight to the SERT any pupils that may need specific support.
11	Ensure that parental / carer records and contact numbers are available.
12	Ensure that staff records and contact numbers are available.
13	Ensure that the visitor and pupil signing in/out book is available.
14	Lead the office staff in assisting the SERT with information needs and the Emergency response.
15	Ensure that the Head Teacher is advised of all Media requests <i>Note: For media management guidance refer to <u>"Sections F9 Management of Media"</u></i>

**Emergency Advice and Support
For Education Establishments**

	<u>Issues</u> and <u>Section F10 General Guidance on Media Issues</u>
16	Assist the Head Teacher in providing consistent advice / information to parents
17	Where possible cancel any planned visitors to the School
18	Advise service providers of the interruption to the normal arrangement for provision of goods and services to the School (Catering, Transport providers, providers of good and Services etc.) <i>Note: Refer to <u>Section E – Contacts List</u> for Service Providers and <u>Section D – Business Continuity</u> for the School Business Continuity Plan</i>
19	Attend meetings of the SERT as required, and ensure that you are receiving regular situation updates.

C8 Initial Operational Procedures: Caretaker

Upon notification of the incident the Caretaker is to undertake the following actions:

No.	Action
1	Assist and support the Head Teacher to activate the SERT <i>Note: Refer to <u>"Section C1 Activation of SERT During Office Hours"</u> and <u>"C2 Activation of SERT During Out of Office Hours"</u></i>
2	Obtain as much information as possible from the Head Teacher about the situation
3	Commence a log of all action and decisions <i>Note: For a log template refer to <u>"Section G1 Incident Log Template"</u></i>
4	Ensure that all staff are aware that you are carrying out your designated Roles and Responsibilities as a member of the School Emergency Response team (SERT)
5	Ensure that Emergency Services are able to access the scene of the incident quickly and without obstruction <i>Note: Refer to the <u>"Section H2 School Site Plan"</u> for suitable access and egress to school site. Make sure routes are clear.</i>
6	Ensure all building and gate keys are available
7	If required; <ul style="list-style-type: none"> • Immobilise the Gas supply • Immobilise Electricity supply • Immobilise water supply <i>Note: Refer to the <u>"Section H2 School Site Plan"</u> for location of Gas, Electricity and Water Supplies</i>
8	If required assist with Evacuation
9	Be available to liaise with the Emergency services and Head Teacher]
10	Where possible assist with ensuring the security of the School Site
11	Ensure that the Head Teacher is advised of all Media requests <i>Note: For media management guidance refer to <u>"Sections F9 Management of Media Issues"</u> and <u>"Section F10 General Guidance on Media Issues"</u></i>
12	Attend meetings of the SERT as required, and ensure that you are receive regular situation updates

C9 Initial Operational Procedures: Chair of Governors

Upon notification of the incident the Chair of Governors is to undertake the following actions:

No.	Action
1	Assist and support the Head Teacher to activate the SERT <i>Note: Refer to <u>"Section C1 Activation of SERT During Office Hours"</u> and <u>"C2 Activation of SERT During Out of Office Hours"</u></i>
2	Ensure that all staff are aware that you are carrying out your designated Roles and Responsibilities as a member of the School Emergency Response team (SERT)
3	Obtain as much information as possible from the Head Teacher about the situation
4	Commence a log of all action and decisions <i>Note: For a log template refer to <u>"Section G1 Incident Log Template"</u></i>
5	Assist the Head Teacher in providing consistent advice / information to parents
6	Attend meetings of the SERT as required, and ensure that you are receive regular situation updates

Section D – Business Continuity

Quick Reference Contents Page

D1 School Business Impact Analysis41
D2 School Business Continuity Plan49

D1 School Business Impact Analysis

Overview

1a. Key Points about the School			
Age range of students:	4-7	Number of students (approx.):	151
Size and location of campus:	6 classes	Number of staff:	30
Specialist subjects:			
1b. School Activities			
Key School Activities	Brief Description	Statutory Duty	Non-Statutory Duty
Foundation* Teaching	Quality teaching	X	
KS1 Teaching	Quality teaching	X	
Safeguarding Children	Child welfare / child protection coverage	X	
Catering	Provision of free school meals	X	
Access to ICT	Access to Information and Communications Technology		X
Extra-curricular	Extra-curricular activities		X
Facilities Management	Facilities management including cleaning and security		X
Transport	Transport during the school day		X
1c. How the School is Organised			
The school is organised into 6 classes with a full time teacher for each. There is a non teaching Head Teacher and part time teaching Deputy Head			

Business Impact and Recovery Targets

- Identification of the potential impacts if the business function is not carried out.
- Use the 'Impact Table' to define the impact on your school if the activity is not delivered over a period of time (4hrs-1month). This will enable the identification of critical activities.
- Describe the justification for critical timeframes: i.e. in order to protect vulnerable people, in order to meet statutory obligations.
- Describe any mitigation / contingency arrangements currently in place.
- Identify further contingency arrangements and/or measures that could be implemented to reduce impact.
- Identify whose responsibility it is to deliver mitigation actions and by when.

Add / Amend as required

School Activity	Description of impact if the activity cannot continue	Impact over time on the activity / organisation 1-5 <small>Refer to Impact Description below for impact definitions, 1= Insignificant; 5 = Extreme</small>						Justification / Comments <small>(Inc. critical times of year, regulatory or other deadlines)</small>	Mitigation and Contingency Plans / Arrangements in Place	Suggested Actions to reduce Likelihood / Impact
		4 Hrs	24 Hrs	24 – 48hrs	1 Weeks	2 Weeks	1 month			
Foundation Teaching	<ul style="list-style-type: none"> Potential to impact on results & attainment of Foundation Students Impact on reputation Potential for complaints 	2	2	4	4	5	5		Cross-skilling of staff so teaching can continue if staffing is reduced.	<p>Reciprocal arrangement with ***** for both location and facilities. Staff from this school able to re-locate to ***** to teach. Registers available via CMIS held at WCC.</p> <p>SIMS data back-up off site so restore can take place.</p>
KS1 Teaching	<ul style="list-style-type: none"> Potential to impact on results & attainment of Year 7, 8 & 9 students Impact on reputation Potential for complaints 	2	2	3	4	4	5	Students at KS1 have more time to catch up on any missed work	Cross-skilling of staff so teaching can continue if staffing is reduced	As above
Safeguarding Children	<ul style="list-style-type: none"> Harm to an individual Potential culpability Damage to reputation 	5	5	5	5	5	5	Must be maintained at all times	(Refer to safeguarding policy)	(Refer to safeguarding policy)

**Emergency Advice and Support
For Education Establishments**

School Activity	Description of impact if the activity cannot continue	Impact over time on the activity / organisation 1-5 <small>Refer to Impact Description below for impact definitions, 1= Insignificant; 5 = Extreme</small>						Justification / Comments <small>(Inc. critical times of year, regulatory or other deadlines)</small>	Mitigation and Contingency Plans / Arrangements in Place	Suggested Actions to reduce Likelihood / Impact
		4 Hrs	24 Hrs	24 – 48hrs	1 Weeks	2 Weeks	1 month			
Catering (Specifically free school meals)	<ul style="list-style-type: none"> Unable to fulfil statutory obligations Hunger impacts on behaviour and performance 	2	2	5	3	3	3	Free school meals have to be provided. If there was no access to catering in the medium to long term we would need alternative arrangements for food preparation / free school meals provision.	Could provide packed meals,/ get meals from other schools / contact parents and get them to provide	Plenty of local food outlets.
Access to ICT	<ul style="list-style-type: none"> No (or restricted) access to teaching materials Pupils unable to work online or use online resources Potential impact on performance of pupils & staff 	?	?	?	?	?	?	Loss would be inconvenient not critical	Use manual registers.	Reciprocal arrangement with other schools for access to hardware and home use from students.
Extra-Curricular	<ul style="list-style-type: none"> Disappointed students Missed opportunity to enhance learning for students 	2	2	2	3	3	3	Activities are positive for students but not always essential.		Consideration would be given to running revision classes

**Emergency Advice and Support
For Education Establishments**

School Activity	Description of impact if the activity cannot continue	Impact over time on the activity / organisation 1-5 Refer to Impact Description below for impact definitions, 1= Insignificant; 5 = Extreme						Justification / Comments (Inc. critical times of year, regulatory or other deadlines)	Mitigation and Contingency Plans / Arrangements in Place	Suggested Actions to reduce Likelihood / Impact
		4 Hrs	24 Hrs	24 – 48hrs	1 Weeks	2 Weeks	1 month			
Facilities Management	<ul style="list-style-type: none"> Impact on cleanliness of the school General maintenance & upkeep of the school would not happen Potential health & safety risk 	?	?	?	?	?	?			
Transport	<ul style="list-style-type: none"> Some pupils unable to attend school Some pupils potentially stranded Disruption for pupils & parents making alternative arrangements Might miss sporting or extra-curricular activity Might miss planned trip 	3	3	3	4	5	5	Home to school transport to state funded schools is the responsibility of the Council, but the school would have to inform the relevant parents. Lack of attendance would be critical around exam time. Impact might be higher depending on percentage of students transported.	Council's BC plan would be activated re home to school transport.	

Dependencies and Interdependencies (including partners, internal teams, suppliers etc.)

People we are Dependent or Reliant Upon	For	Impact if Lost
Council Bus Companies	<ul style="list-style-type: none"> • Home to school transport • Extra-curricular trips 	<ul style="list-style-type: none"> • Some students delayed / unable to attend school – WCC has a statutory responsibility to arrange home-school transport and would • Disruption for students & parents making alternative arrangements • Extra-curricular trip might have to be cancelled.
Watchdogs	<ul style="list-style-type: none"> • Security 	<ul style="list-style-type: none"> • School would be less secure - potential for damage to school property or facilities
WES Services	<ul style="list-style-type: none"> • Support services such as finance, payroll and HR 	<ul style="list-style-type: none"> • Possible issues re paying staff and for goods and services and budget management • Lack of HR advice, e.g. re disputes.

People Who Depend or Rely Upon Us	For	Impact if Lost
Other schools	<ul style="list-style-type: none"> • Provision of school meals 	<ul style="list-style-type: none"> • Breach of contract. • Continuity situation for the other schools
Clubs, Scouts, Weight Watchers	<ul style="list-style-type: none"> • Rooms for their meetings / activities 	<ul style="list-style-type: none"> • Disappointed users, loss of income. Users may go elsewhere permanently

Requirements

Please indicate resources that would be required to continue critical activities (those scoring 4 or 5 within 24 hours in section 2); Consider IT, software, and any other relevant resources. Consider requirements for the longer term.

In the Comments section, we suggest you copy and paste the relevant text from the table in section 2, covering mitigation and contingency plans and add to it as necessary.

Once agreed, copy and paste this table into your Business Continuity Plan, under “Time Critical Service Functions” – this should help you to focus during a disruption to business continuity.

Critical School Activity	Requirements Consider the resources required for the critical activities	Impact over time on the activity / organisation 1-5						Comments
		4 Hrs	24 Hrs	24 – 48hrs	1 Weeks	2 Weeks	1 month	
Teaching	Agreed location to continue studies Teaching Staff & Resources Facilities to teach in Manual registers				X			
Safeguarding Children	(As per Safeguarding Policy)	X						
Catering	Immediate need is to get food (e.g. local supermarket / other school)		X					
Access to ICT	Hardware Software Key Terminal Back up data		X					

**Emergency Advice and Support
For Education Establishments**

Critical School Activity	Requirements Consider the resources required for the critical activities	Impact over time on the activity / organisation 1-5						Comments
		4 Hrs	24 Hrs	24 – 48hrs	1 Weeks	2 Weeks	1 month	
Examination Centre	Agreed fall-back location Space and desks Examination information / paper access	X						<p>If whole school unavailable would relocate to agreed site.</p> <p>Reciprocal arrangement with ***** for both fall-back location and use of equipment.</p> <p>Examinations Officer and Data Manager hold contacts for all examination boards both at school and off-site. Access to all examination lists available via examination boards secure website accessible from off-site. Copy of invigilator telephone number list also held off-site.</p>

Emergency Advice and Support For Education Establishments

D2 School Business Continuity Plan

This section of your plan is focussed on the business continuity phase of response, which aims to ensure your most critical service activities are maintained during the period of the disruption by making the best use of potentially limited resources.

This part of your response usually follows on from an incident management phase, but may be the starting point for pre-planned business continuity incidents such as industrial action or for slowly developing scenario's that are not 'no notice' emergencies but have the potential to disrupt critical service activities over time, one example of this type of scenario is a flu pandemic.

The premise of this type of planning is to focus on the impact of an incident rather than its cause. By having a range of pre-agreed strategies or tactical options to manage a loss of staff, premises, ICT or supply chain that are already rehearsed and understood by staff, it will improve the speed and quality of your response, thus minimising the potential impact and cost of an incident and ensuring that our customers are not unduly affected.

This section consists of both a checklist to guide you in your response and a range of generic actions that should be applicable to most scenarios. These are obviously broad tactics and you will need to consider the detail of how this will apply to your school, and any additional tactics that would meet your needs.

Business Continuity Phase				
Purpose	<ul style="list-style-type: none"> To ensure that 'critical activities' are resumed as quickly as possible and/or continue to be delivered during the disruption To activate one or more of your business continuity strategies to enable alternative ways of working To make best use of potentially limited resources by suspending 'non critical' activities 			
Time Critical Service Functions	The outcome of the Business Impact Analysis process has been to identify the following service activities as time critical/urgent: <i>See Business Continuity Plan</i>			
No.	Requirement	Action	Action Done? (check box accordingly)	By Who? (insert details of responsible Officer)
1	Take time to understand and evaluate the impact of the incident on 'business as usual' activities by communicating with key stakeholders to gather information. It may be useful to refer back to your Business Impact Analysis to review recovery time objectives and resource requirements for your most critical activities.	Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities. This may require the involvement of external partners.		
2	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (see section 5.3 for your	Consider: <ul style="list-style-type: none"> Immediate and on-going priorities 		

Emergency Advice and Support For Education Establishments

	pre-identified strategies).	<ul style="list-style-type: none"> • Communication strategies • Resource availability • Deployment of resources • Roles and responsibilities • Finance • Monitoring the situation • Reporting • Stakeholder engagement • Any welfare issues • Planning the recovery of non-critical activities 		
3	Identify any other stakeholders who may be required in the business continuity response.	<p>Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities; this may require the involvement of external partners.</p> <p>Refer to your key contacts list in Section C Contact Lists.</p>		
4	Log all decisions and actions, including what you decide not to do and include your decision making rationale.	The Log of Events, Decisions and Actions.		
5	Log all financial expenditure incurred as a result of the incident.	Use Financial Expenditure		
6	Deliver appropriate communication actions as required.	Ensure methods of communication and messages are developed as appropriate to the needs of your key stakeholders e.g. Pupils, Staff, Partners/Carers, Governors, Suppliers, Local Authority, Central Government Agencies etc.		

Business Continuity Strategies

Purpose	<ul style="list-style-type: none"> • To document alternative ways of working designed to maintain your critical activities in the event of a disruption • To ensure alternative ways of working have been agreed, tested and are fit for purpose
Circumstances when business continuity strategies may be activated	<ul style="list-style-type: none"> • Whatever the cause of disruption, the impacts will generally be one or more of the below categories: • Loss of key people or skills e.g. above normal levels of absenteeism due to illness/injury or other scenarios such as severe weather, changes in service structures, major transport disruption, emergency response duties, people leaving the organisation etc. • Loss of critical systems e.g. ICT network disruption, telephony outage, power outage, utilities disruption, third party supplier disruption etc. • Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency where emergency service cordon would prevent access for a period of time, utilities failure etc. You may also require the activation of continuity arrangements in the event of an office move • Loss of a key resource such as an external supplier or partner vital to the delivery of a key activity
Tactical Options to Mitigate Against a Loss of Premises	
	Additional Information
<p>1 Identification of alternative locations designated as the agreed 'work area recovery site'. You will need to consider transport requirements and accessibility for these identified premises. You may need to have multiple places agreed for your work area recovery if you have large premises and these different options will need to be documented.</p> <p>You may find it helpful to categorise available sites according to the following:</p> <ul style="list-style-type: none"> • 'cold' sites - has no equipment/furniture/computer systems set up but can be re-fitted in the event it is needed. This obviously means it takes longer to make 'fit for purpose' following an incident. • 'warm' sites - usually these sites will have hardware and connectivity already established though may take some time to be fit for purpose. • 'hot' sites - is essentially a duplicate of the original site, with full computer systems as well as near complete back-up of user data, but may not match the capacity of the original site. 	
<p>2 Creating an emergency 'grab bag' that contains essential information and equipment needed for both incident management and business continuity, and should be stored in a secure place on and off site. The contents of the bag should be the responsibility of a named person and should be regularly checked and updated. See Schools Business Continuity Plan Guidance.</p>	
<p>3 Mutual support agreements with schools where there is</p>	

Emergency Advice and Support For Education Establishments

	capacity for schools to accommodate each other in the event of an incident.	
4	Virtual learning environment opportunities.	
5	Localising the incident, e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	
6	Off-site activities e.g. physical activities, school trips.	
Tactical Option to Mitigate Against a Loss of Critical ICT Systems (Including Telephony)		Additional Information
1	Flexible lesson plans.	
2	Use of a secure external network, virtualised network or secure cloud that can be accessed via the internet to allow extra back up and protection for your files.	
3	Manual workarounds: ensure there is a record of where pre-printed forms etc. are stored and that there are procedure guides to inform their use where necessary	
4	Access systems via the internet outside of your network for secure, cloud based applications.	
5	Ensure that anyone who requires ICT to undertake critical activities has the ability to work at home where possible and appropriate. Ensure that critical equipment is taken home where practical and possible and consider procuring mobile equipment for these users.	
6	Using different ways of working. This could include: Changing work patterns; <ul style="list-style-type: none"> • Suspending 'non critical' activities to focus on your priorities and assist the recovery of critical systems in the first instance with a phased approach for all other ICT 'non critical' activities. 	
Tactical Option to Mitigate Against a Loss of Staff or Skills		Additional Information
1	Use of temporary staff (teaching/non-teaching).	
2	Multi-skilling/cross training to ensure staff can undertake different roles and responsibilities. This could involve identifying deputies /job shadowing/staff undertaking temporary additional duties.	
3	Using different ways of working to allow for a reduced workforce. This could include: <ul style="list-style-type: none"> • Use of pre-prepared educational materials that allow for independent learning; • Team activities and sports to accommodate larger numbers of pupils at once Larger class sizes (subject to relevant ratios); • Virtual learning environment opportunities. 	
4	Suspending 'non-critical' activities to focus on your priorities.	
5	Using mutual support agreements with other schools to focus on your priorities.	
6	Ensuring that the business continuity aspects of staff management are considered in all management arrangements, e.g. managing attendance, job descriptions, contractual requirements etc.	

Emergency Advice and Support For Education Establishments

Tactical Option to Mitigate Against a Loss of a Key Supplier, Third Party or Partner Agency		Additional Information
1	Pre-identified alternative suppliers	
2	Ensuring all external providers have a Business Continuity Plan in place and you understand the impact to their plan on the delivery of your critical activities in the event of an incident	
3	Insurance cover	
4	Using mutual support agreements with other schools	
5	Using alternative ways of working to mitigate the loss, e.g. suspending activities.	

Emergency Advice and Support For Education Establishments

Recovery

This phase of your incident response is concerned with getting all of your service activities back up and running and returning to 'business as usual' 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 building on a longer term basis. This section of the plan is similar to previous sections in the sense that it includes generic actions to guide the recovery and resumption of your service and should be applicable to most scenarios.

This phase will almost certainly require the management of resource to catch up with the backlog of work that will inevitably have accumulated during the business continuity/ This phase of response should help to ensure any non-critical activities suspended as part of your business continuity response are recovered within appropriate timescales.

Purpose	<ul style="list-style-type: none"> To return to 'business as usual' as quickly as possible To ensure any non-critical activities suspended as part of your business continuity response are recovered within appropriate timescales Where the impact of the incident is prolonged, normal operations may need to be delivered under new circumstances e.g. from a different building on a longer term basis.
----------------	---

No.	Requirement	Action	Action Done? (check box accordingly)	By Who? (insert details of responsible Officer)
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.		
2	Continue to record all expenditure incurred as a result of the incident.	Create Financial Expenditure Log to record any expenditure		
3	Respond to any on-going and long term support needs of Staff and Pupils.	Depending on the nature of the incident, the schools Incident Management Team may need to consider the use of health services, for example counselling.		
4	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.		
5	Carry out a 'debrief' of the incident with Staff and Suppliers/Partners if appropriate. Complete a post incident report to document opportunities for improvement and any lessons identified.	The incident de-brief report should be reviewed by all members of the Schools Incident Management Team to ensure that key actions resulting from the incident are implemented within designated timescales.		
6	Review this Business Continuity Plan in light of lessons learned from the incident and the consequent response to it.	Implement recommendations for improvement and update this Plan.		

Section E – Contact Lists

PAGE TO BE LEFT CLEAR

Emergency Advice and Support
For Education Establishments

SERT Contact List			
Position with in School	Name	Work Contact Numbers	Personal Contact Numbers
[Head Teacher Role]	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
(Assistant Head Role)	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
[Senior Administrator Role]	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
[Caretaker / Site Manager Role]	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
Chair of Governors	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
Local Authority			
Team	Position	In Hours Contact	Emergency Contact (not for public use)
CSW Resilience Team	Duty Emergency Planning Officer	NA	02476 832 673
	General enquiries on School Emergency Plans	0121 704 6032	NA
Educational Psychologists	Coventry CC	024 7678 8400	NA
	Solihull MBC	0121 779 564211	07747 768340
	Warwickshire CC	0192 674 2921	07795 236931
Local Schools			
School	Head Teacher	Work Contact Numbers	Personal Contact Numbers
[School to enter details]	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
[School to enter details]	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
[School to enter details]	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
Other Relevant Contacts			
Organisation	Position / Name	Work Contact Numbers	Personal Contact Numbers
[School to enter details]	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
[School to enter details]	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
[School to enter details]	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]
[School to enter details]	[School to enter details]	Desk Phone	Home Number
		[School to enter details]	[School to enter details]
		Work Mobile	Personal Mobile
		[School to enter details]	[School to enter details]

PAGE TO BE LEFT CLEAR

Section F – Guidance Documents

Quick Reference Contents Page

F1 Generic School Emergency Considerations	60
F2 School Closure or evacuation Considerations	61
F3 Internal Management Guidelines.....	62
F4 Possible Effects on Staff	63
F5 Possible Effects on Pupils	64
F6 Further Practical Considerations in Terms of Effects on Staff and Pupils .	64
F7 Marauding Active Shooter Guidance	64
F8 Suspicious Items – Using the HOT Protocol.....	67
F9 Lockdown in Schools.....	68
F10 Management of Media Issues	69
F11 General Guidance on Media Issues	69
F12 Restoration and Long Term Issues.....	70
F13 Outbreak of Infectious Disease	71

F1 Generic School Emergency Considerations

The following is list of generic considerations which schools should take into account when responding to an emergency.

Immediate Considerations

- **Do you need to close the school?**
Follow normal school routines wherever possible.
- **Have you obtained and collated all the facts?**
If it is an incident off school premises, obtain name and contact number at the incident site. Consult relevant authorities (police, health authority, social care, etc.) to ensure you have the full picture.
- **Have you contacted families whose children are directly involved?**
Consider how to devise suitable systems for contacting parents. Examples include a telephone cascade arrangement, use of the Internet, local media etc. If you are inviting parents into school, consider contacting caterers to supply tea/coffee etc.
- **Have you informed teaching and support staff (including midday supervisors, caretaker etc.) and chair of governors?**
Have you and your staff kept a record of all actions taken and all telephone calls made and received?
- **Set up a separate file for the incident so everyone dealing with the incident can be aware of what's happening.**
Have you informed the CSW Resilience Team Duty Emergency Planning Officer or made the situation known to the LA?
- **Will you require further assistance from anyone at the LA or perhaps a colleague in another school?**
It is best to put people on 'standby' even if you do not need them later. If you are likely to need help or support from other local schools you may wish to contact them and agree possible arrangements during the emergency.
- **How are you are going to inform parents and pupils not directly affected about the incident?**
Use existing cascade systems if appropriate. Where possible offer other (not school) phone numbers for support or further information.
- **Have you told all staff and particularly the caretaker that there will be a likelihood of unauthorised personnel (particularly media people) attempting to enter the premises?**
Such people should be tactfully challenged.
- **Prepare a press statement.**
- **Are all staff aware that no one should talk to the press apart from the designated member of staff or LA officer?**

Considerations within Days of Incident

- **Have you personally contacted all families directly affected by the incident?**
- **In the case of fatalities do you know the funeral arrangements for any deceased pupils and have you discussed with the parents their wishes regarding representation from the school?**

Emergency Advice and Support For Education Establishments

- **Is there any need to arrange an opportunity for pupils to express their feelings?**
- **Would it be helpful to request advice from other schools who have been through similar incidents?**
- **Have you made a note of all significant dates - inquests, court cases, anniversary of the incident?**
- **Have you arranged a meeting for all those involved in responding to the incident – lessons learnt?**
- **Do you require further information in regards to:**
 - Business continuity?
 - Handling the media?
 - Handling the reactions of people affected?
 - Bereavement?

If so, refer to the EASEE Plan for specific guidance. CSW Resilience Team and Educational Psychologists contact details are also within the EASEE Plan.

- **Do you need to put contingency arrangements in place?**
- **Do you need advice from specialist staff /Counsellors?**

F2 School Closure or Evacuation Considerations

Planning Ahead

Where a serious incident occurs in the area, which adversely affects the school and causes serious potential harm to the school community, have the following in place:

- A means of contacting parents to ask them to collect children early, or at short notice;
- A method to inform the parents of the location of their children if an evacuation has occurred;
- A plan to deal with those unable to leave school;
- A plan to be able to get public information broadcast via media;
- A contact for support from the Local Authority;
- Contacts for support from other agencies, e.g. Health Authority, NHS Trust, and Social Care team;
- Contacts with neighbouring schools for help and support.

Contingency Arrangements for a School Evacuation Following Closure

In the event of a school having to close as the result of an emergency, it is reasonable for the school to make alternative arrangements to move pupils to another place of safety. The Headteacher acts in loco parentis (in the place of the parent) and has an inherent power, when acting in that capacity, to take whatever steps are necessary to protect the children in their care.

In most situations children will be sent home from school with parents and / or carers contacted to collect them. Or schools may let older children make their own way home.

Where an immediate evacuation is required, this would normally be to a pre-determined venue within walking distance of the school e.g. a community centre, church hall etc. There may also be situations where it is necessary to transport children away from the immediate dangers to a place of safety outside the immediate locality.

In the event of the school having to evacuate children to another venue notices should be put on school gates, etc. so that parents or other named contacts can collect pupils when they are able to do so. It would be helpful to parents if schools communicated or publicised other venues on a regular basis.

Emergency Advice and Support For Education Establishments

However, there may be occasions when it is not possible to speak to named contacts. In these circumstances it is reasonable for an operational decision to be taken by the Headteacher to move pupils to another place of safety. Appropriate places of safety will vary from school to school; schools may wish to make reciprocal arrangements with other schools or to consider other alternate venues for example, Village Halls, community centres or Social Care offices.

In extreme circumstances, where any of the arrangements highlighted above cannot be used, it would be appropriate for the Headteacher to consider making arrangements for pupils to stay temporarily with other Schools or even to liaise with local Police Stations as short term centres.

Although the Authority considers these essentially to be the operational decisions of the Headteacher, it may be helpful to agree the principles of any evacuation procedures with the Chair of Governors.

F3 Internal Management Guidelines

Staff should be made aware that they will be dealing with their own shock as well as in-school grief. This will be stressful in different degrees. For personal reasons some members of staff may not wish to assume an active role in the crisis. Staff should be informed of what personal support is available to them.

First Aid Support

Designated first aiders will ensure the provision of appropriate first aid, before the arrival of the emergency services. Consideration should be given to internal resources to support this function for multiple casualties (for example, *in case of severe shock reactions*).

Support for Head Teacher

The Head Teacher and one other member of staff should retain overall responsibility for on-going dealings with the crisis. This would traditionally be the Head Teacher and the Deputy Head.

The Senior Management Team should, if possible, be relieved from other duties so that they can come together in the form of SERT and focus on the crisis.

A "Buddy" Head Teacher, from another school can often assist in the running of the school while the Head Teacher is managing the crisis. This should be arranged as soon as practicable.

Closure of school/return of pupils to class

The Head Teacher in consultation with the SERT and external support staff need to make decisions as soon as possible about when pupils are expected to be back in normal class or consider the possible closure of the school.

Giving information to parents

The Council's Communications Team will assist with the dissemination of information. This arrangement will be in place for Local Authority Schools. For Academy's Schools, they will have to look to what SLA's they have in place with the Local Authority or follow their own procedures.

The "grapevine" works fast and parents quickly recognise there is a crisis.

Parents need to be given concrete information as soon as possible to avoid speculation and unnecessary hysteria.

A letter to parents may be helpful so that they can receive information on the reasons for the concern, the steps the school is taking to handle the situation and the plans to return the school to normal functioning.

In some circumstances, a letter to parents whose children may be particularly affected may be appropriate. This may be done in conjunction with other agencies.

Emergency Advice and Support For Education Establishments

It is useful to seek parents views on whether or not some already planned school events should be held (for example, a disco or a day out).

Informing Governors

The Chair of Governors must be informed and it must be decided how the other Governors should be informed of what has happened and how the school is dealing with the situation.

The Chair of Governors will probably be willing, in the case of Church of England or Catholic Schools, to inform the appropriate Diocesan office.

Inform religious staff linked to the school.

Some schools may wish to inform professionals working in a religious capacity – particularly if there are close links already existing.

Supporting the response

Information about rooms and spaces which can be set aside needs to be given out. In a large school, there should be a minimum of two rooms for counselling and possibly a larger area for those who need to talk and who cannot temporarily cope with class work. A space for parents may also be required, as well as a room in which support staff can take a brief breaks.

Refreshments

Availability of hot drinks and biscuits is invaluable to counteract shock and to sustain responders.

Recording of Internal and External Communications

All calls and actions must be recorded, including time and date, as the information may be needed at a later date for public inquiries, court actions etc.

Three lines of communication will be needed as the school switchboard may be swamped with calls:

- The regular school telephone number should be dedicated to take in-coming calls (these will be enquires from relatives and the public);
- Other in-coming calls to be taken on a separate line (for example, a mobile phone);
- Out-going calls, for example, requests for assistance (possibly a mobile phone).

F4 Possible Effects on Staff

It is important to bear in mind that individuals show stress in different ways and at different times – sometimes the people from whom you least expect it. We all have stress levels which vary depending on our circumstances at the time. It is helpful for staff to know that it is acceptable for them to show distress or grief and that there is support available to them.

Each school will have its own internal support system – both formal and informal. It is helpful if staff, particularly in a large school, know how to access that personal support.

It may be necessary to provide temporary cover for class teaching.

Form tutors in a secondary school or class teachers in a primary school have some difficult tasks in the immediate aftermath of an incident. These may require the staff to listen to and respect the wishes of the children, allowing discussion of some issues.

The following situations can cause difficulties:

- Reading the class register from which name(s) are now missing;
- Children showing signs of upset;
- Uncharacteristic behaviours from a class, for example, excessive talking;
- Leaving the empty chair/spaces in the classroom;
- Handing back books/belongings to bereaved family;
- Dealing with requests from the Coroner's Officer, for example, for shoes or clothing to assist in identification.

Emergency Advice and Support For Education Establishments

F5 Possible Effects on Pupils

- Pupils may need a particular member of staff to be available, with whom they can talk about particular problems. It is helpful for times of availability to be given. Trained EASEE members can also provide support;
- Pupils often feel they have a “real” ownership of issues surrounding a death, because of their close attachment to the deceased pupil(s);
- Some pupils may need reminding that final decisions about some issues must rest with the family of the dead or injured;
- Open mourning can communicate distress to other pupils less affected by a specific tragedy;
- Some children in the neighbourhood may be affected because of their social links with the victims of an incident;
- Many pupils feel upset but may show it at different times, in different ways and in different places;
- Typical reactions can include tearfulness, withdrawn behaviour, anger and aggressive outbursts, inattentiveness, denial, inappropriate humour;
- Recurring grief can be triggered by an apparently unrelated incident.

F6 Further Practical Considerations in Terms of Effects on Staff and Pupils

- Parents’ wishes must always be considered;
- If appropriate, consider holding a school based memorial service – preferably including pupil contributions;
- Location of a school memorial – the local community may also wish to be involved;
- Remembrance book;
- Arrangement for funeral/s – including thinking about who can attend;
- Immediate response to an on-going support for the bereaved families;
- Anniversaries of deaths and birthdays of deceased;
- Keeping other parents and the community informed (where appropriate);
- Maintaining contact with the media.

F7 Marauding Active Shooter Guidance

1. The attacks in Mumbai in November 2008 involved a coordinated shooting, bombing and hostage-taking spree across the city by a group of 10 terrorists. The terrorists spread out, targeting a number of locations, including a railway terminus, hotels and cafes. We have also seen the effects a lone gunman can have in the attacks by Anders Breivik in Norway in July 2011, and in the shootings involving Derrick Bird in Cumbria and Raoul Moat in Northumbria during 2010.
2. This guidance is intended to complement existing guidance provided on other – more familiar – forms of terrorist attack, by addressing the scenario which emerged in the Mumbai attacks. “Marauding Active Shooter” also covers other types of firearms incidents where a gunman is active against multiple targets. This style of attack is potentially attractive to any crowded area, so vigilance by managers and staff everywhere is important.
3. **We are not asking managers or staff to put themselves in the line of fire**, indeed the opposite. The overall message to staff is DO NOT PUT YOUR SELF AT RISK. It explains how staff and managers can help keep themselves and customers safe, whilst assisting the authorities in dealing with the situation as swiftly and effectively as possible.
4. In briefing staff, or responding to staff concerns, you may like to explain: “this guidance is not being provided in response to any specific intelligence. But the current UK threat level is

Emergency Advice and Support For Education Establishments

SUBSTANTIAL¹, meaning a terrorist attack is “a strong possibility”. Having seen the new style of attack in Mumbai, and more recent events in the UK and Norway, it is sensible that we consider the scenario, in the same way that we do with other potential (and more familiar) terrorist threats. An incident of this nature could happen anywhere, particularly if it is a crowded place.

5. The key message is that staying safe and not putting yourself at risk is paramount. By being aware of the sorts of issues that an attack in this form raises, it will help you know the best things to do in the unlikely event of this happening here.”
6. Police forces in England, Scotland, Wales and Northern Ireland have been training officers using the “Stay Safe” package in relation to firearms attacks and are providing the following advice to the business community utilizing the principles of that package:

In the event of an attack consider these actions:

Stay safe

- Under immediate GUN FIRE – Take cover initially, but leave the area as soon as possible – if safe to do so, e.g. if the shooters are no longer a threat to you or others in your vicinity.
- Nearby GUN FIRE – Leave the area immediately, if it is possible and it is safe to do so.
- Evacuation – Beware of location and direction of threat and evacuate away from danger. Assist others in evacuating if it is safe to do so.
- Leave your personal belongings behind – Do not delay your evacuation but, if possible, take a means of communication (i.e. mobile phone) with you to facilitate the giving/receiving of further safety advice.
- Do not congregate or allow the public to congregate at evacuation points or usual rendezvous points. Dispersal away from the danger area is vital. However, try to maintain contact with your supervisor so they are aware of your safety and location.

COVER FROM FIRE (Examples)	COVER FROM VIEW (Examples)
Substantial brickwork or concrete Engine blocks of motor vehicles Base of large live trees Earth banks/hills/mounds	Internal partition walls Car doors Wooden fences Curtains

REMEMBER – Cover from view does not necessarily mean out of danger, especially if you are not in “cover from gun fire”.

IF YOU CAN'T ESCAPE – Consider locking yourself and others in a room. Barricade the door then stay away from it. If possible choose a room where escape or further movement is possible. Silence any sources of noise, such as mobile phones, that may give away your presence.

See

Pass as much information to the Police as possible. Consider using CCTV and other remote methods where able. NEVER risk your own safety or that of others to gain it.

If it is safe to do so, think about the following:

- Type of firearm: long barreled or handgun?
- Exact location of the incident?

¹ This is subject to change. Please check the Home Office website <http://www.homeoffice.gov.uk/counter-terrorism/current-threat-level/> for the current country threat level

Emergency Advice and Support For Education Establishments

- Is it automatic fire or single shot?
- Moving in any particular direction?
- Number and description of gunmen?
- What else are they carrying?
- Are they communicating with others?
- Number of casualties/people in the area?

Tell

Do not assume that others have already contacted the police. Therefore contact POLICE immediately by dialing 999 or via your control room, giving them the information shown under "See".

Use all forms of communication available to you – to inform staff, public, neighboring premises etc. of the danger.

Act

Carry out the following actions if it is safe to do so:

- Secure your immediate environment and other vulnerable areas.
- Keep people out of public areas.
- Move away from the door and remain quiet until told otherwise by Emergency Services or if you need to move for safety reasons.

Armed police

In the event of an attack involving firearms, a Police Officer's priority is to protect and save lives.

Please remember:

Initially they may not be able to distinguish you from the gunmen.

- Officers may be armed and may point guns at you.
- They may have to treat the public firmly.
- Follow their instructions; keep hands in the air/in view.
- Avoid quick movement towards the officers and pointing, screaming or shouting.

Plan

Consider the following when planning for an Active Shooter firearms incident:

- How you would communicate with staff, public, neighbouring premises, etc.
- What key messages would you give to them in order to keep them safe?
- Have the ability to secure key parts of the building to hinder free movement of the gunmen.
- Does your location store NHS Medical Bags for use by paramedics to treat casualties following such an incident? Do your staff know the location of these bags?
- Think about incorporating this into your emergency planning and briefings
- Test your plan.

Further Information

If you require further information then please liaise with your immediate Supervisor / Management (as appropriate), who can take further advice from your local Counter Terrorism Security Advisors (CTSA).

Further related information can also be found in the NaCTSO publication – Counter Terrorism Protective Security Advice for Higher and Further Education in the following link:

http://nactso-dev.co.uk/system/cms/files/116/files/original/Education_2011.pdf

West Midlands CTSA's are able to deliver a presentation 'Counter Terrorism Awareness' that covers the following subjects:

Emergency Advice and Support For Education Establishments

- CTSA role,
- Threat,
- Threat Groups,
- Hostile Reconnaissance,
- Firearms – Stay Safe Protocol,
- Response to suspicious items.

The hour and half presentation can be delivered to audiences responsible for the protection of 'crowded places'. Please contact your local CTSA's for further information.

F8 Suspicious Items – Using the HOT Protocol

1. A suspicious item is one that exhibits unusual characteristics (appearance or placement) and for which a legitimate purpose cannot readily be established.
2. To avoid unnecessary alarm, staff should first try to identify the owner of any unattended item. If no owner can be identified, they should then apply "HOT". This helps staff to decide quickly whether an unattended item is typical of lost property or whether it is suspicious. It is designed with staff and customer safety in mind as well as minimizing disruption and wider society.
3. Research indicates that unattended suspicious items are very often:
 - a. **Hidden** i.e. placed where they will not be readily seen or noticed as unusual:
 - b. **Obviously suspicious** (e.g. by physical appearance, by placement, or because of the circumstances in which they have been discovered); and
 - c. **Not Typical** of what you would normally expect to find in that environment.
4. Lost property items are typically:
 - a. Not Hidden – often left where people congregate before moving to do something else;
 - b. Not obviously suspicious – they do not usually exhibit improvised wiring, timers, putty-like substances etc.
 - c. Typical of what you would normally expect to find in that environment – a judgement made best by staff with an intimate knowledge of the area in question.
5. It is difficult to define comprehensively how items might appear "obviously suspicious" from their appearance. However, from experience, a suspicious item may display one or more of the following features:
 - a. external wiring;
 - b. visible batteries;
 - c. switches;
 - d. timers;
 - e. circuit boards;
 - f. wire passing from one package to another;
 - g. items secured by plastic adhesive tape;
 - h. annotations (e.g., "ON", "ARMED", "DET", reference to the time delay);
 - i. specially modified wooden or plastic boxes;
 - j. unidentified powders or other putty-like substances; or
 - k. carefully wrapped in plastic bags.
6. While the HOT protocol provides a useful starting point, it is not prescriptive. It is ultimately up to staff to use their judgment to decide whether an unattended item is suspicious or not.
7. Staff should **seek immediate advice** from a colleague or their supervisor if they are unsure about whether an item is suspicious or not.

Basic Actions for a suspicious item:

1. Do NOT Touch Suspicious Items.
2. Move Away To A Safe Distance. (see note 1 and 2 below)
3. Prevent Others From Approaching.
4. Communicate Safely To Staff, Visitors And Members Of The Public.

Emergency Advice and Support For Education Establishments

5. Use Hand Held Radios Or Mobile Phones Away From The Immediate Vicinity Of A Suspect Item, Remaining Out Of Line Of Sight And Behind Hard Cover.
6. Notify The Police.

Ensure that whoever found the item or witnessed the incident remains on hand to brief the Police.

Note:

1. In the event of evacuation from a suspicious item National Counter Terrorism Security Office advise that assembly areas should be at least 500m away from the incident. The safe area should be out of line of sight and away from glazing.
2. When considering cordon distances for suspicious items the following distances are recommended:
 - Small items (ruck sack sized item) - 100m
 - Medium items (small vehicle) - 200m
 - Large items (HGVs Vans), - 400m

Again these should be out of line of sight and away from glazing.

Further Information

If you require further information then please liaise with your immediate Supervisor/Management (as appropriate), who can take further advice from your local Counter Terrorism Security Advisors (CTSA).

Further related information can also be found in the NaCTSO publication – Counter Terrorism Protective Security Advice for Higher and Further Education in the following link:

http://nactso-dev.co.uk/system/cms/files/116/files/original/Education_2011.pdf

West Midlands CTSA's are able to deliver a presentation 'Counter Terrorism Awareness' that covers the following subjects:

- CTSA role
- Threat
- Threat Groups
- Hostile Reconnaissance
- Firearms – Stay Safe Protocol
- Response to suspicious items.

The ninety minute presentation can be delivered to audiences responsible for the protection of 'crowded places'. Please contact your local CTSA's for further information.

F9 Lockdown in Schools

At the outset school sites should be secure, thereby limiting access to potential intruders. If this is not the case there needs to be a risk assessment and remedial action taken with immediate effect.

Should an extremely dangerous situation arise which threatens either the lives or the physical well-being of pupils and/or staff, the singular imperative is to ensure the safety of all who are in danger.

Mindful each such an incident is by definition unique, the advice offered below is regarding **principles of action** rather than a **checklist of tasks**.

All staff involved should seek to isolate the threat from others, this would be undertaken with due care and attention to the livelihood of those involved.

The following list is offered as operational principles for action:

- The locking of doors to secure a safe haven for staff and pupils.
- Taking advice from the Police and other lead professionals engaged in dealing with the situation.

Emergency Advice and Support For Education Establishments

- Encourage everyone affected to remain calm and still.
- Ensure all communication is prompt, timely and effective.
- Limit the use of mobile phones by pupils and staff to contact family members, thereby minimising any potential of hysteria in the environment beyond the incident.
- Use of furniture to shield and protect all involved.

F10 Management of Media Issues

The media will form a significant part of an incident. It is important to reiterate that in the event of media involvement the Council Communications Team **MUST** be informed and liaised with through the Duty Emergency Planning Officer (out of hours) or Educational Psychologist (in office hours) regardless of SLA's with other organisation to facilitate school communications.

Where a serious incident involves the Police, then they will take the lead in issuing information to the media.

Some important points to remember:

- The media will be responsible for how the public at large form an opinion about how your school handled a particular situation.
- The media, particularly broadcast media, is a key way of getting important information to parents and residents. They will be only too willing to help provided you can supply accurate and timely information.
- The world's media can mobilise very quickly and can outnumber pupils and staff at the height of a story.
- It is preferable to provide some space for the media to work from, rather than expect them to remain outside. A regular flow of information will help, as will regard for their deadlines for example, lunchtime and evening news bulletins.

In the event of a serious incident it is likely that the media will want to revisit the story on a regular basis. Anniversaries are great opportunities for the media to run the "one year on" kind of stories. This is likely to result in your school being contacted long after you have "returned to normal". Whilst you are at liberty to contribute to any on-going reports, you also have the right to refuse.

Media Management - Risks

Without a clear system for working with the media there is a significant risk of:

- Negative publicity – resulting from slow or non-responses to enquiries,
- Lost opportunity for good news stories,
- Lack of understanding about a particular school issue,
- Concerns amongst teaching staff about comments they may have made to the press,
- Disillusioned staff – resulting from negative stories appearing in the media before they have been briefed,
- Schools are therefore advised to have a process in place which is understood by all staff.

F11 General Guidance on Media Issues

Teachers being Contacted Directly by the Media

The media may contact a teacher directly, for example, following an accusation by parents of physical or verbal abuse. In these circumstances the teacher should not make any comment but should refer the reporter on to the Head Teacher. If advice is needed a Local Authority School should make contact with their respective Local Authority. A Academy School should make contact with the organisation who they have an agreement or SLA for their corporate communications. A formal response should be given and logged.

Children and the Media

Emergency Advice and Support For Education Establishments

Children and young people must remain free to complete their time at school without intrusion.

Journalists must not interview or photograph children under the age of 16 on subjects involving the welfare of the child or any other child, in the absence or without the consent of a parent or other adult who is responsible for the child/children. Pupils must not be approached or photographed while at school without the permission of the school authorities.

There must be no payments to minors for material involving the welfare of children, nor payments to parents or guardians for material about their children, unless it can be demonstrated that it is the child's best interest and after consultation with the Director for People Directorate. Where material about the private life of a child is published, there must be justification for the publication other than the fame, notoriety or position of his or her parents/guardians.

Children in Cases Concerning Sexual Offences

The press must not, even where the law does not prohibit it, identify children under the age of 16 who are involved in cases concerning sexual offences, whether as victims or as witnesses.

In any press report of a case involving sexual offence against a child, the child must not be identified; the adult may be identified; the word 'incest' must not be used where a child victim might be identified; care must be taken that nothing in the report implies the relationship between the accused and the child.

Social Media

Social media is a very dynamic form of communication where something happening on one side of the world can be known instantly here in the UK. During an incident involving a school, social media maybe the first way in which the media (local, national and international), parents and potentially the country find out about what is happening from which interest will dramatically increase. It is sometimes the case that a lot of the information can be incorrect or taken out of context to the actual situation. This flow of information cannot be stopped but can be controlled through effective communication with your stakeholders.

F12 Restoration and Long Term Issues

Recovery – Returning to normal

Those schools which have planned their response to a major incident in advance are likely to cope better and recover more fully.

- Reminders of the incident can unexpectedly trigger feelings associated with it.
- Anniversaries of the incident, relevant birthdays and events such as inquests can unsettle the school.
- It is not possible to predict how many days, months, years will pass before "normality" returns.
- Staff who have had to attend funerals need special care.
- Where requested/appropriate, counselling can be arranged.
- Buildings may need to be replaced, repaired etc.

Memorial

The nature and severity of the emergency will determine not only the levels of media interest but the community reaction. The school (or in some specific circumstances the Council) may be a natural focus for organising a memorial or other remembrance services.

Undertaking a fitting memorial is a delicate balance and should consider:

- Introducing books of record of condolence
- Establishing a condolence website
- Consultation on memorial design
- Impact of anniversaries
- Public inquiry or litigation will provide reminders and media attention.

Emergency Advice and Support For Education Establishments

Emergencies can have a significant and long-lasting physical, emotional and psychological impact on the welfare of individuals, families and friends and wider communities affected by the emergency. Experience has demonstrated the effectiveness of this mechanism of enabling the community itself to participate in the longer-term Recovery and rehabilitation process.

Memorial Services or Services of Remembrance

A memorial service provides an opportunity for those affected to share their grief with others and can be an important part of the grieving and healing process.

If a large scale, or high profile incident the memorial often has an important national as well as local role and is likely to receive extensive media coverage. For those reasons it is important to consider the organisation and structure of such events very carefully, covering such aspects as timing, invitations, representation and conduct.

Preparations for such occasions should involve all relevant faith communities, representatives of the bereaved, extensive involvement with the Council, the local community, dignitaries, the police and those who provided different aspects of the response.

Appeal Funds

Will either be administered by the Council (on behalf of the Mayor) or by the British Red Cross.

The scheme is called the Disaster Appeal Scheme (DAS).

The British Red Cross Disaster Appeal Scheme – the DAS – inaugurated in 1991, is a comprehensive guide to setting up a post-disaster appeal fund or funds with national-level support, especially that of the retail Banks and the Post Office. It includes a Charitable Trust Deed, approved by the Charity Commissioners for England and Wales, as well as a Discretionary (non-charitable) Trust Deed and Trust Deeds for use in Scotland.

The scheme has been devised primarily for use by Local Authority as and when required in the wake of a major disaster. At such a time, people, many of whom are outside the major effects of the disaster, show a will and a need to give – early donations are spontaneous. The DAS provides the machinery to receive such donations and convert them, through an Appeal Fund, into prompt help for victims. To catch the public mood, two key features are important:

- The initial launch announcement needs to be as soon as possible after the event, to be included in the general reporting of the news story in the media. Ideally, this should be well inside the first 24 hours (although it is recognised that the agreement to and information of some parts of the support structure may take longer to arrange, depending on the timing of the incident, e.g. if it happened at a weekend).
- The means by which the public may donate need to be numerous, familiar, easy-to-use, trustworthy and memorable.

There are three indispensable elements to the Scheme:

- The correct legal formulation of the Appeal and its Trust Deeds,
- The wording of its launch,
- The response mechanisms by which people may donate.

Past experience indicates that the most successful post-disaster Appeals have been those that were locally raised and managed. The DAS is designed with these features in mind, to have local sponsors and trustees and for other aspects to be locally based whenever possible, with properly constituted national-level support.

F13 Outbreak of Infectious Disease

Recognising an Infectious Disease Outbreak

Public Health England (Health Protection Services) defines an outbreak or incident as:

Emergency Advice and Support For Education Establishments

- An incident in which two or more people experiencing a similar illness are linked in time or place;
- A greater than expected rate of infection compared with the usual background rate for the place and time where the outbreak has occurred;
- A single case for certain rare diseases such as diphtheria, botulism, rabies, viral haemorrhagic fever or polio; or
- A suspected, anticipated or actual event involving microbial or chemical contamination of food or water.

For many communicable diseases, outbreaks in schools are actually a reflection of infection spreading in the general community and are difficult to prevent. However, it is important that an unexpected increase in cases of similar illness at the same time is notified to the Health Protection Unit (HPU) and that their advice is sought prior to advising parents as special control measures and guidance may be required.

Some communicable diseases can be passed on before a person becomes unwell, others can be transmitted by apparently-well carriers of a disease. For these reasons it is important that high standards of basic hygiene and cleanliness are maintained at all times and not just in the event of an outbreak or during activities, which are known to carry an increased risk. For example after farm visits, playing in sand/mud and playing with pet's scrupulous hand-washing should be encouraged.

Also, it should be appreciated that when a member of staff contracts a communicable disease the same rules apply to them as to the children.

The school/nursery should the West Midlands Health Protection Team for advice and risk assessment concerning a suspected or confirmed outbreak of infectious disease within the school/nursery.

West Midlands East Health Protection Team's contact details - **0844 225 3560** (option 2, option 1) and out of hours contact details **01384 679031**

When contacting the West Midlands Health Protection Team about a possible outbreak, it is helpful to have the following information to pass on:

- Name of infection (if GP/hospital confirmed) or description of main symptoms information to hand;
- Number of cases involved (teachers, assistants and pupils) with dates of birth and addresses;
- Who is affected i.e. a group, family, class or throughout school;
- Date outbreak started or increase noted;
- Measures taken to date to control the outbreak.

Further details regarding infectious disease outbreaks can be obtained here;

Health Protection Agency 2012 - The Communicable Disease Outbreak Plan: Operational Guidance.

Available; <http://www.hpa.org.uk/Publications/InfectiousDiseases/Outbreaks/1207communicablediseaseoutbreakplan/>

Further guidance on infectious diseases can be obtained here;

Health Protection Agency 2010 - Guidance on Infection Control in Schools and other Child Care Settings

Available; http://www.hpa.org.uk/web/HPAweb&HPAwebStandard/HPAweb_C/1203496946639

Section G – Appendices
Quick Reference Contents Page

G1 Incident Log Template	74
G2 Training Scenarios.....	75
G3 Media Consent Form Templates.....	84
G4 Action Card Check List: [Head Teacher Role]	86
G5 Action Card Check List: [Assistant Head Role]	87
G6 Action Card Check List: [School Business Managers Role]	88
G7 Action Card Check List: [Senior Administrator Role]	89
G8 Action Card Check List: [Caretaker / Site Manager Role]	90
G9 Action Card Check List: Chair of Governors	91
G10 Business Continuity: Business Impact Table	92

G2 Training Scenarios

Detailed below are a selection of scenarios which can be used during training and exercising events.

Primary Scenario 1: Catastrophic Event

Section 1: Setting the Scene	At 8.0 o'clock this morning a minibus carrying 9 children and 2 teachers started their journey to Red Ridge Outward Bound Centre. All were in high spirits, looking forward to the week ahead.
Duration: 35 minutes	At the junction of the M6 and M54, a lorry driver made a last minute decision to leave the motorway cutting across the path of a large tanker causing it to swerve. A multiple crash followed. The driver tried to take evasive action, but had insufficient time and the minibus spun sideways into the front of the tanker.
Section 2: Immediate Action	West Midlands Police have informed you that there are a number of casualties, and have requested your help in establishing who was on the bus.
Duration: 20 minutes	
Section 3: Medium Term Actions	The Solihull Times have contacted school. They have heard about the incident and have also heard rumours that seat belts had not been worn in the minibus. They are asking for an immediate response from school about this.
Duration: 10 minutes	
Section 4: Long Term Actions	It has been confirmed that there have been 6 fatalities, one teacher and 5 children. One teacher and 4 children are in hospital in Birmingham and are said to be "quite poorly, but stable".
Duration: 20 minutes	

**Emergency Advice and Support
For Education Establishments**

Primary Scenario 2: Child Death

<p>Section 1: Setting the Scene</p>	<p>During the summer holidays, a Yr 5 pupil and his family were involved in an accident whilst they were on holiday. The accident was a road traffic accident, which resulted in the Year 5 pupil Ben Evans and his father being killed. His mother and younger sibling Sara Evans received injuries, and are currently in critical condition.</p>
<p>Duration: 35 minutes</p>	<p>The Deputy Head and Head of the school were informed before the start of term, and the chair of Governors who knows the family contacted them. The Head is aware that some pupils and staff will be aware of the circumstances, as it has been portrayed in the local newspaper and television. As it is the first day of term, it is an inset day, so staff will be briefed with the full facts.</p>
<p>Section 2: Immediate Action</p>	<p>There is confusion amongst the pupils as to which pupil has died. They are aware that a child with the surname Evans has died, but they do not know whether it is Sara or Ben. The family were on holiday in Florida, and there are rumours that they were involved in a hurricane or had an accident in the water. Ben's best friend is very upset, as Ben has not made contact with him, and Sara's friend in Year 3 is confused as to what has happened. Ben and Sara are new to the school, and Ben in particular has had trouble settling in. Ben had alleged that he had been bullied, and had informed his class teacher of this. A number of children are feeling guilty in the class, and feel they could have supported Ben, and Ben's close friend is showing great resentment towards the class and class teacher.</p>
<p>Duration: 20 minutes</p>	
<p>Section 3: Medium Term Actions</p>	<p>The press have made contact with the school, and have tried to obtain additional information about the family. The reporters have also tried to speak to pupils about the alleged bullying Ben had reported.</p>
<p>Duration: 10 minutes</p>	
<p>Section 4: Long Term Actions</p>	<p>It had been established that it was Ben Evans who had died, and a number of pupils in his class are still very angry with their peers and the class teacher. A number of pupils will not allow their peers to be involved in a memorial assembly, or allow them to be involved in any discussion around Ben. Sara will be returning to school once she has made a Recovery.</p>
<p>Duration: 20 minutes</p>	

**Emergency Advice and Support
For Education Establishments**

Primary Scenario 3: Intruder on Site

<p>Section 1: Setting the Scene</p>	<p>The father of a year 3 and a year 5 child has been into school on a number of occasions in the past 3 weeks alleging his children are the victim of bullying by other children in school. The school have not found any evidence to support this claim.</p> <p>The father of the children has become more and more aggressive in these meetings stating that the school has not done enough regarding the situation. The father has also threatened to go to the other parent's houses and sort it out himself threatening violence against the children. The Head Teacher was so concerned about the aggression displayed by father that she has written to him advising he would be banned from school premises if any further incidents occurred.</p>
<p>Duration: 35 minutes</p>	<p>This morning the father came into school demanding to see the Head Teacher and was verbally aggressive to reception staff when told the Head Teacher was not available, threatening to harm both the Head Teacher and the children who he alleges have continue to harass his children. He then stormed out of the office.</p>
<p>Section 2: Immediate Action</p>	<p>The father leaves the school grounds but returns some time later in a very agitated state, he manages to force his way in to school as a class is leaving on a trip, ignoring all attempts to gain his attention he is now in the main school building. The children are in their classrooms.</p>
<p>Duration: 20 minutes</p>	
<p>Section 3: Medium Term Actions</p>	<p>The father stops a child on who is walking down a corridor and asks his way to a class 5B, a class teacher sees this through their class room door and approaches the father asking who he is and if they can help. The father is verbally aggressive repeating his earlier threats against the Head Teacher and the other children. He pushes this member of staff out of the way and heads of in the direction of the school hall where there is a PE lesson-taking place.</p>
<p>Duration: 10 minutes</p>	
<p>Section 4: Long Term Actions</p>	<p>The Father walks into the hall and begins shouting at the member of staff demanding to know where the other children are, he is also waving a knife around, he is clearly agitated, and the children in the room are frightened and becoming distressed.</p>
<p>Duration: 20 minutes</p>	

**Emergency Advice and Support
For Education Establishments**

Primary Scenario 4: Active Shooter

Section 1: Setting the Scene	It is 10.00hrs on a week day during term time. You are busy engaged in your normal routine / role within the school and you are suddenly alerted to the sound of a series of loud bangs followed by screaming. It is difficult to know exactly where the noise is coming from and instinctively you hastily move into a nearby corridor to investigate the commotion.
Duration: 35 minutes	
Section 2: Immediate Action	Seconds later the sound of gunfire and screaming starts again and is coming from the direction of the front of the school near the reception. Suddenly the noise is masked by the activation of a fire alarm. As you move towards the reception the corridors fill with other staff and pupils all panicking and desperate to move away from the reception. In the melee/rush you overhear that there is a male shooting people in the school.
Duration: 20 minutes	
Section 3: Medium Term Actions	Only minutes have passed. Some of the staff and pupils are trapped within the school and have not been able to escape safely from the armed attacker. They are located in a 1st floor classroom where the teacher has locked the door and they have taken refuge in a stock cupboard. Some of the teachers have managed to escort pupils via ground floor windows and fire exits to safety beyond the school grounds. The sirens from emergency service vehicles can be heard and unarmed local officers have been attempting to evacuate staff and pupils to safety however their efforts have been hindered by the progress of an armed attacker within the school. The sound of gunshots continues. Police firearms teams arrive at the school and begin a containment process, followed by a lengthy systematic sweep of the school.
Duration: 10 minutes	
Section 4: Long Term Actions	At the conclusion of a long police firearms operation, the gunman was located in a corridor with fatal gunshot wounds. It has been identified that there are 23 fatalities including 3 members of staff. There are 50 casualties with various injuries and many pupils, staff, emergency responders and parents suffering shock.
Duration: 20 minutes	

Secondary Scenario 1: Catastrophic Event

<p>Section 1: Setting the Scene</p>	<p>At 15:00 this afternoon a coach containing 30 pupils and 6 staff began the return journey from a day out in Stratford.</p> <p>Due to a previous road accident that morning, the coach driver was forced to return to the school via an unplanned route.</p> <p>Despite the route being very busy due to the increased traffic from the diversion and also due to the time of day, the pupils were all in high spirits and were waving at the other drivers.</p> <p>Out of nowhere a high powered car overtook the coach on the approach to a corner. Instead of pulling in front of the coach it continued on the other side of the road attempting to get past as many cars as possible.</p>
<p>Duration: 35 minutes</p>	<p>Suddenly a tanker came around the corner and left the car no choice but to leave the road into the hedge, at the same time the tanker driver swerved into the oncoming traffic. The coach driver took emergency action to stop the coach, but it was too late.</p> <p>The impact occurred and the coach eventually came to a halt on its side down a small embankment.</p> <p>Emergency Services arrived on scene within 5 minutes. The school has been informed of the accident.</p>
<p>Section 2: Immediate Action</p>	<p>West Midlands Police have informed you that there are a number of casualties and request representatives from the school to assist in establishing who was involved in the incident.</p>
<p>Duration: 20 minutes</p>	
<p>Section 3: Medium Term Actions</p>	<p>The Evening Mail Newspaper has been in contact. They have heard about the incident. There are some rumours that the incident happened due to lack of prior planning and want a response from the school about this.</p>
<p>Duration: 10 minutes</p>	
<p>Section 4: Long Term Actions</p>	<p>It has been identified that there have been 8 fatalities, including 2 members of staff.</p>
<p>Duration: 20 minutes</p>	

Secondary Scenario 2: Child Death

<p>Section 1: Setting the Scene</p>	<p>When school resumes after the May Bank Holiday weekend, groups of tearful pupils are huddled together outside the building and in the reception area. The Police are on site and members of the Senior Management Team have been summoned to a meeting in the Headmaster's office.</p> <p>The Police inform the meeting that Simon Exton, a Year 11 pupil at the school, had been found dead in his bedroom the previous day.</p> <p>When Simon had not appeared for breakfast, his mother had gone to call him as he had arranged to meet some friends to go ice- skating. This news had led to a heated argument the previous evening as his parents had been opposed to him spending so much time out with his friends when his G.C.S.E. exams were imminent. When Simon's best friend Paul arrived at the house to go into Solihull as arranged, he found an ambulance and police car outside, and the family distraught. News of Simon's death spread rapidly within the community.</p>
<p>Duration: 35 minutes</p>	
<p>Section 2: Immediate Action</p>	<p>Ellie, Simon's girlfriend, devastated by his death, tells her Group Tutor that Simon had frequent arguments with his parents about his lack of application to his school work, especially when they received notification from the that he had coursework owing in several subjects. He was resentful of the way the Maths teacher spoke to him in front of the rest of the group. He had told his friends he was "fed up of school and fed up of home". He had become moody and depressed recently and had appeared "stoned" the last time he had been to Youth Club. This led to an argument between them, and she had walked off and started talking to Ian, one of Simon's friends, Ellie was now feeling that her actions had pushed Simon over the edge.</p>
<p>Duration: 20 minutes</p>	<p>She also reported that she had just overheard two members of Simon's Maths Group saying that they and other pupils in the same set were going to boycott the lesson because the teacher had "made Simon's life a misery".</p>
<p>Section 3: Medium Term Actions</p>	<p>The local paper soon contacts the school. The reporter is following up allegations that Simon had committed suicide because he had been "hounded by several teachers in the school", and "his girlfriend had gone off with one of his best friends".</p>
<p>Duration: 10 minutes</p>	
<p>Section 4: Long Term Actions</p>	<p>Rumour and speculation are still rife in the school, and there are still a large number of pupils who are distressed and angry, many of them in Years 10 and 11. Large numbers of them are saying that they will be going to Simon's funeral once the date and time has been announced. There are also whispers that a group of pupils intend to "get Ian" after school.</p>
<p>Duration: 20 minutes</p>	

Secondary Scenario 3: Intruder on Site

<p>Section 1: Setting the Scene</p>	<p>A local family have been experiencing some problems with pupils from your school. The family allege that the pupils have been tormenting them during lunchtime and after school periods. It appears that the abuse is centred around the weight problems certain family members are experiencing and also due to their apparent learning difficulties.</p>
<p>Duration: 35 minutes</p>	<p>The older son and father tend to react to these taunts, usually by shouting and swearing at the pupils. The father of the house is in his 50's and known to have a short temper. On occasions he has approached the school in an angry manner. He will however stop at the reception desk and demand to see the Head Teacher, after discussion/moaning session he will leave considerably calmer.</p> <p>Today, the school secretary has noticed him walking around the grounds of the school in an agitated state. The Head Teacher is soon informed of this.</p>
<p>Section 2: Immediate Action</p>	<p>The father soon leaves the school grounds, however returns some time later. Staff notice he is carrying a rolled up newspaper and is in a very agitated state.</p>
<p>Duration: 20 minutes</p>	<p>While a delivery is being made to the school, the father manages to force his way into the building in front of the deliveryman. He walks past the reception desk, ignoring all attempts to gain his attention. He is soon in the main corridor of the school. At this time pupils are still in classrooms, however it is close to break.</p>
<p>Section 3: Medium Term Actions</p>	<p>The deputy head happens to be walking down the corridor and seeing the man, whom he has had dealings with in the past, attempts to speak to him. The father on seeing the deputy head reluctantly stops, and engages in conversation with them. During the conversation the man continues to show signs of being agitated and produces a large kitchen knife, he has hidden in the rolled up newspaper. He indicates that he is "after" a particular pupil who he accuses of constantly abusing his family.</p>
<p>Duration: 10 minutes</p>	
<p>Section 4: Long Term Actions</p>	<p>Whilst the father and the deputy head are speaking in the corridor, the automatic lesson bell rings and pupils begin to fill the corridor.</p>
<p>Duration: 20 minutes</p>	<p>This seems to increase the level of agitation in the intruder. He now pulls a 12-inch carving knife from the rolled up newspaper, and begins to wave it about. He waves it in an aggressive manor, in the direction of pupils who are now entering the area and makes treats towards them. He also beings to move towards them.</p> <p>Some pupils are scared, while others taunt him.</p> <p>The deputy head is now isolated between the pupils and the father.</p>

Suggested Questions for Primary and Secondary Scenarios

The questions outlined below are designed to be asked at key times throughout the chosen scenario. The trainer can decide to set alternative questions following a similar format, or use those below.

Each Section should have a set time allocation to create a realistic response. This should be set by the trainer.

The background of the scenario should be outlined by the trainer to the attendees before questions should be set.

Any actions or decisions taken throughout this session should be recorded. A scribe must be identified for this task. Please consider the following questions and be prepared to present your findings.

Section 1: Setting the Scene	What actions would the school initiate immediately?
	<ul style="list-style-type: none"> • Ensure the physical and psychological safety of pupils and staff. • Establish who is involved. • Establish facts, check before releasing them, this will stop people inventing their own version of events. • Speak to the Chair of Governors • Establish emergency service link person, ideally this should be a member of the Senior Management Team, with decision making powers. • If the incident is on school premises, consider sealing off the area. <p><u>Active Shooter Specific Questions</u></p> <ul style="list-style-type: none"> • Adopt the 'stay safe' protocol and if you can move away from the danger safely then do so. Staff and pupils that are trapped should find cover. • What is cover in relation to firearms attack? Equally what does not constitute effective ballistic cover? • What is available as cover in your school premises and grounds? • If it is safe to do so – see what is happening – What information do the police need to know? • Whose responsibility is it to ring the police? • What channels of communication are available to inform staff, pupils, and neighbouring premises? • How long do you think it will take for the appropriate policing response to arrive? • How do you act to secure your immediate environment and other vulnerable areas? • Do your staff understand the type of policing response that will deal with this type of incident and how to respond?
	What particular difficulties/issues would you foresee/have to address when carrying out your actions for the above?
	<ul style="list-style-type: none"> • Where has the incident occurred? If it is on school premises, areas of the school make be unavailable for some time. Where do staff and pupils go? • The Press will descend on school, having heard of incident. (Rumours will start). • Telephone Line(s) will be blocked by calls. • Emergency Calls in/out cannot be made.
	What other tasks would the school need to do during the day?
	<ul style="list-style-type: none"> • Monitor school community pupils/staff/support staff. They may suffer delayed shock.

Emergency Advice and Support For Education Establishments

	<ul style="list-style-type: none"> • Inform governors. • Inform families before press/media start calling. • Refer the press to media communications centre. • Hold regular meetings of Senior Management Team to update and plan.
	<p>What immediate support could you expect from the Local Authority?</p> <ul style="list-style-type: none"> • Support from the EASE Team • Support with Media Communications • Supply of resources.
Section 2: Immediate Action	<p>How would you respond to requests from the Police?</p> <ul style="list-style-type: none"> • Details may be requested of those pupils/staff involved. How will you provide this? Will you give out names, addresses, and contact details? • Consider sending Staff to the scene of the incident to comfort pupils (a familiar face can help) • Consider isolating the incident area if on school premises. • Establish one person to liaise with the emergency services • Identify a room to co-ordinate the incident from.
	<p>What further actions would you take at this time? (to support your staff, pupils and the wider local community)</p> <ul style="list-style-type: none"> • Business as usual for key events • What events can be cancelled? • Look at bringing in supply teachers • What about those who aren't involved but know people who are.
	<p>How will you respond to the media and parents that would contact the school?</p> <ul style="list-style-type: none"> • Refer them to the press communications centre. Brief all staff about ambush interviews as they may leave to go home. Ensure that all press enquiries are made through the press communications centre. • Ensure parents are kept up to date with the facts and any press statements made.
Section 3: Medium Term Actions	<p>What role do you see the Governors taking at this time?</p> <ul style="list-style-type: none"> • Head Teacher and the Chair of Governors to act together in the response. • Utilise skills held by staff which could aid with the response.
	<p>What further support do you see the Local Authority offering?</p> <ul style="list-style-type: none"> • Temporary accommodation if the school premises are affected. • If required, assist with the closure of the school. • Transport of parents, staff and pupils.
	<p>What actions would you take now?</p> <ul style="list-style-type: none"> • Speak to families of those who have been affected by the incident, seek their views on what actions to take next. Be sensitive to their wishes, religion and culture. • How will the community be involved?
	<p>What long-term actions should you consider over the forth coming days/weeks/months?</p> <ul style="list-style-type: none"> • Memorial Service • Any plans for some sort of memorial (bench, garden, tree planting) • The first anniversary • Any member of the family joining the school in the next few years, will they awaken emotions? Will they require support?
Section 4: Long Term Actions	

G3 Media Consent Form Templates

Consent Form for Internal Publications and School Web-Site

[School Name]

To the Parent or Guardian of

Name of Child:	
School:	

[School name] would like to use photographs of your child. These photographs may appear in our printed publications, on our website, or both.

Before using any photographs of your child, we need your permission. Please answer question 1 and 2 and then sign and complete the form below.

Please return this form to **[Head Teacher]** at the address detailed below as soon as possible.

1	May we use your child's photograph in printed publication produced by (name of school)?	Yes / No *
2	May we use your child's photograph on the School's website	Yes / No *

* = Please delete as appropriate

(Please note that websites can be viewed throughout the world, not just in the United Kingdom where UK law applies.)

This form is valid for four years from the date of signing; however your consent can be withdrawn at any time.

Signature:	
Name:	
Relation to child:	
Date:	

Please return this form to:

[School Address]

**Emergency Advice and Support
For Education Establishments**

Consent Form for External Publications (newspapers etc.)

To be used each photograph session

[School Name]

To the Parent or Guardian of

Name of child:	
School:	

[Name of newspaper] would like to use photographs of your child. These photographs may appear in printed publications, on their website, or both.

Before using any photographs of your child, we need your permission. Please answer questions 1 and 2 and then sign and complete the form below.

Please return this form to **[Head Teacher]** at the address detailed below as soon as possible.

1	(Newspaper) may we use your child's photograph in printed publications produced	Yes / No *
2	(Newspaper) may we use your child's photograph on their web site?	Yes / No *

* = Please delete as appropriate

(Please note that web sites can be viewed throughout the world, not just in the United Kingdom where UK law applies.)

This form is valid for the use of the photograph taken by **[name of newspaper]**.

Signature:	
Name:	
Relation to child:	
Date:	

Please return this form to:

[School Address]

**Emergency Advice and Support
For Education Establishments**

G4 Action Card Check List: [Head Teacher Role]

No.	Action	Completed by	Time
1	Assess the information and situation		
2	Instruct the [Senior Administrator Role] to request the appropriate Emergency Services		
3	Activate the relevant plans: • [School to enter details]		
4	Advise the [Senior Administrator Role] to activate the School Emergency Response Team (SERT). If out of hours this responsibility falls to the [Head Teacher Role] . Note: SERT contact details refer to “Section E – Contacts List”		
5	If members of the SERT are unavailable, and cannot carry out their roles and responsibilities. Identify a substitute replacement if possible or redistribute responsibilities.		
6	Commence log of all action and decisions Note: For a log template refer to “Section G1 Incident Log Template”		
7	Ensure safety / welfare of pupils and all adults in the care of the School Note: For information on possible effects on staff and students refer to “Section F2 Possible Effects on Staff”, “Section F3 Possible Effects on Students” and “Sections F4 Further Practical Considerations in Terms of Effects on Staff and Pupils”		
8	In Office Hours – Inform your Local Authority Educational Psychologist Out of Office Hours – Inform the Duty Emergency Planning Officer Note: For Local Authority Contacts refer to “Section E – Contacts List”		
9	Decide whether to keep pupils in class rooms and safe areas or consider evacuation		
10	Consider evacuation of the School to designated Evacuation points		
11	Consider evacuation of the School to designated back up location Note: For designated back up location refer to “Section D – Business Continuity Procedures”		
12	Consider activating School closure arrangements		
13	Ensure that the School Emergency Response Team are effectively carrying out their designated roles and responsibilities Note: For SERT roles and responsibilities refer to “Section B5 Roles and Responsibilities”		
14	Liaise with the Emergency services		
15	Consider Emergency Roll call of all pupils and adults in the care of the School		
16	Keep Pupils and staff informed of situation		
17	Ensure all media enquiries are passed on to the Local Authority Communications Team through the Duty Emergency Planning Officer (out of hours) or Educational Psychologist (in office hours). Or if an Academy School through their own communication arrangements. Note: For media management guidance refer to “Sections F9 Management of Media Issues” and “Section F10 General Guidance on Media Issues”		
18	Ensure Chair of Governors is kept informed of situation and Emergency response arrangements Note: For Chair of Governors contact details refer to “Section E – Contacts List”		
19	Prepare information / advice for parents, once prepared		

**Emergency Advice and Support
For Education Establishments**

G5 Action Card Check List: [Deputy Head]

No.	Action	Completed by	Time
1	Assist and support the [Head Teacher Role] to activate the SERT. Note: Refer to “Section C1 Activation of SERT During Office Hours” and “C2 Activation of SERT During Out of Office Hours”		
2	Ensure that all staff are aware that you are carrying out your designated Roles and Responsibilities as a member of the School Emergency Response team (SERT).		
3	Obtain as much information as possible from the Head Teacher about the situation.		
4	Commence a log of all action and decisions. Note: For a log template refer to “Section G1 Incident Log Template”		
5	Lead arrangements in ensuring safety / welfare of pupils and all adults in the care of the School. Note: For information on possible effects on staff and students refer to “Section F2 Possible Effects on Staff”, “Section F3 Possible Effects on Students” and “Sections F4 Further Practical Considerations in Terms of Effects on Staff and Pupils”		
6	Lead and direct all School Staff to support decisions taken by the [Head Teacher Role]		
7	Seek advice from [Head Teacher Role] on whether to keep pupils in class rooms and safe areas or consider evacuation.		
8	If directed by the [Head Teacher Role] : • Make arrangements for the Evacuation of the School to designated Evacuation points		
9	If directed by the [Head Teacher Role] : • Make arrangements for the Evacuation of the School to the designated back up location		
10	If directed by the [Head Teacher Role] : • Make arrangements to activate closure arrangements		
11	Identify any pupils or adults needing specific support		
12	Carry out Emergency Roll call of all pupils and adults in the care of the School		
13	Keep Pupils and staff informed of situation		
14	Ensure that the [Head Teacher Role] is advised of all Media requests. Note: For media management guidance refer to “Sections F9 Management of Media Issues” and “Section F10 General Guidance on Media Issues”		
15	Assist the [Head Teacher Role] in providing consistent advice / information to parents.		
16	Attend meetings of the SERT as required, and ensure that you are receive regular situation updates.		

Emergency Advice and Support
For Education Establishments

G6 Action Card Check List: [School Business Managers Role]

No.	Action	Completed by	Time
1	Assist and support the [Head Teacher Role] to activate the SERT Note: Refer to “Section C1 Activation of SERT During Office Hours” and “C2 Activation of SERT During Out of Office Hours”		
2	Ensure that all staff are aware that you are carrying out your designated Roles and Responsibilities as a member of the School Emergency Response team (SERT)		
3	Obtain as much information as possible from the [Head Teacher Role] about the situation		
4	Commence a log of all action and decisions Note: For a log template refer to “Section G1 Incident Log Template”		
5	Initiate business continuity procedures Note: For school business continuity procedures refer to “Section D – Business Continuity”		
6	Consider evacuation of the School to designated back up location Note: For designated back up location refer to “Section D – Business Continuity”		

**Emergency Advice and Support
For Education Establishments**

G7 Action Card Check List: [Senior Administrator Role]

No.	Action	Completed by	Date
1	Request the attendance of the Emergency Services as directed by the Head Teacher. Note: Call 999 requesting the required emergency services		
2	Assist and support the [Head Teacher Role] to activate SERT. Note: Refer to “Section C1 Activation of SERT During Office Hours” and “C2 Activation of SERT During Out of Office Hours”		
3	Obtain as much information as possible from the [Head Teacher Role] about the situation		
4	Commence a log of all action and decisions. Note: For a log template refer to “Section G1 Incident Log Template”		
5	Ensure that all staff are aware that you are carrying out your designated Roles and Responsibilities as a member of the School Emergency Response Team (SERT)		
6	Contact all members of the School Emergency Response Team (SERT) and request that they carry out their role and responsibilities; <ul style="list-style-type: none"> • [Deputy Head Role] • [Caretaker / Site Manager Role] • Chair of Governors Note: SERT contact details refer to “Section E – Contacts List”		
7	Advise the [Head Teacher Role] if any Member of the SERT is unavailable, and cannot carry out their roles and responsibilities. Identify a substitute replacement if possible or redistribute responsibilities.		
8	Ensure that pupil records and registers are available.		
9	Ensure that Pupil medical records are available.		
10	Highlight to the SERT any pupils that may need specific support.		
11	Ensure that parental / carer records and contact numbers are available.		
12	Ensure that staff records and contact numbers are available.		
13	Ensure that the visitor and pupil signing in/out book is available.		
14	Lead the office staff in assisting the SERT with information needs and the Emergency response.		
15	Ensure that the [Head Teacher Role] is advised of all Media requests Note: For media management guidance refer to “Sections F9 Management of Media Issues” and “Section F10 General Guidance on Media Issues”		
16	Assist the [Head Teacher Role] in providing consistent advice / information to parents		
17	Where possible cancel any planned visitors to the School		
18	Advise service providers of the interruption to the normal arrangement for provision of goods and services to the School (Catering, Transport providers, providers of good and Services etc.) Note: Refer to “Section E – Contacts List” for Service Providers and “Section D – Business Continuity” for the School Business Continuity Plan		
19	Attend meetings of the SERT as required, and ensure that you are receiving regular situation updates.		

**Emergency Advice and Support
For Education Establishments**

G8 Action Card Check List: [Caretaker / Site Manager Role]

No.	Action	Complete by	Date
1	Assist and support the [Head Teacher Role] to activate the SERT Note: Refer to “Section C1 Activation of SERT During Office Hours” and “C2 Activation of SERT During Out of Office Hours”		
2	Obtain as much information as possible from the [Head Teacher Role] about the situation		
3	Commence a log of all action and decisions Note: For a log template refer to “Section G1 Incident Log Template”		
4	Ensure that all staff are aware that you are carrying out your designated Roles and Responsibilities as a member of the School Emergency Response Team (SERT)		
5	Ensure that Emergency Services are able to access the scene of the incident quickly and without obstruction Note: Refer to the “Section H2 School Site Plan” for suitable access and egress to school site. Make sure routes are clear.		
6	Ensure all building and gate keys are available		
7	If required; <ul style="list-style-type: none"> • Immobilise the Gas supply • Immobilise Electricity supply • Immobilise water supply Note: Refer to the “Section H2 School Site Plan” for location of Gas, Electricity and Water Supplies		
8	If required assist with Evacuation		
9	Be available to liaise with the Emergency services and [Head Teacher Role]		
10	Where possible assist with ensuring the security of the School Site		
11	Ensure that the Head Teacher is advised of all Media requests Note: For media management guidance refer to “Sections F9 Management of Media Issues” and “Section F10 General Guidance on Media Issues”		
12	Attend meetings of the SERT as required, and ensure that you are receive regular situation updates		

**Emergency Advice and Support
For Education Establishments**

G9 Action Card Check List: Chair of Governors

No.	Action	Completed by	Date
1	Assist and support the [Head Teacher Role] to activate the SERT Note: Refer to <u>“Section C1 Activation of SERT During Office Hours”</u> and <u>“C2 Activation of SERT During Out of Office Hours”</u>		
2	Ensure that all staff are aware that you are carrying out your designated Roles and Responsibilities as a member of the School Emergency Response team (SERT)		
3	Obtain as much information as possible from the Head Teacher about the situation		
4	Commence a log of all action and decisions Note: For a log template refer to <u>“Section G1 Incident Log Template”</u>		
5	Assist the [Head Teacher Role] in providing consistent advice / information to parents		
6	Attend meetings of the SERT as required, and ensure that you are receive regular situation updates		

G10 Business Continuity: Business Impact Table

		Level				
		1. Insignificant	2. Minor	3. Moderate	4. Major	5. Extreme
Descriptor	Service Delivery	Little disruption to school life	Some disruption to school life	Significant disruption to school life	Loss of school for >48 hours but <7 days	Loss of school for > 7 days
	Health and Safety	Insignificant Injury	Minor injury	Threat of violence or serious injury	Extensive or multiple injuries	Fatality or multiple major injuries
	Financial Loss (incl. budget overspend)	Loss of < £25K Or Loss of <0.03% of school's annual revenue budget	Loss of £25 - 175K Or Loss of 0.03% to 0.15% of school's annual revenue budget	Loss of £175 - 500K Or Loss of 0.15% to 0.3% of school's annual revenue budget	Loss of £500K - £1m Or Loss of 0.3% to 1.0% of school's annual revenue budget	Loss of > £1m Or Loss of >1.0% of school's annual revenue budget
	Performance	Minimal or no effect on Council objective	Little effect on achieving corporate objective	Partial failure to achieve Council objective	Significant impact on achieving Council objective	Non delivery of Council objective
	Reputation	Insignificant damage to reputation	Minimal negative coverage in local press	Significant local or minimal national negative media coverage	Significant negative coverage in national press	Extensive negative national media coverage.
	Environment	Insignificant environmental damage	Minor damage to local environment	Moderate damage to local environment	Major damage to local environment	Significant damage to local or national environment

Section H – School Documents

