

TRUST IN LEARNING (ACADEMIES)

Critical Incident Policy - Annex

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Business Continuity Plan

This plan is protected. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public.

How to use this Document

This document is intended to be used as an action plan to facilitate the recovery of the affected business functions in the event of a disaster or major incident.

Introduction

This document describes the approach to recover essential business operations following a disaster or major incident affecting the company. The definition of a major incident is:

“Any sudden, unplanned event that seriously threatens the business viability or reputation of XXXXX School”

The intention of the business continuity plan is to deal with major operating disruptions affecting the business operations, business processes, services, facilities or IT systems, which would seriously impact our ability to conduct normal business operations or provide key services for a significant period of time. These operating disruptions include, but are not limited to, a major fire, flood, explosion, building structure failure, and other unforeseen catastrophic events.

Other operating disruptions such as minor fire, water leak, plant/hardware failure, etc or match day emergencies, for which comprehensive emergency plans already exist, are not within the scope of this plan, although portions of this plan may be utilised to respond to such incidents.

Plan administration	
Version number	
Date of issue	
Electronic copies of this plan are available from	
Hard copies of this plan are available from	
Location of emergency grab bag(s)	
Date of next review	
Person responsible for review	School Business Manager

Business Continuity Plan Statement

It is the policy of the Trust to protect the well-being and safety of our employees, our assets, and the accuracy and integrity of our records, and to provide for the continuation of essential services to the organisation and to our stakeholders.

As part of this policy the company will prepare and maintain a business continuity plan comprising infrastructure recovery and business recovery plans to ensure an effective and organised response and the continuation of our essential services and key processes in the event of a major disruptive incident.

- Each business function or service must have a business continuity plan.
- Plans will be developed to a detail and scope that is appropriate to the risks identified for the company.
- In the event of the plans being activated, each recovery team leader will have delegated authority to manage their element of incident management or business recovery.
- Business continuity management will be an integral part of the business process and will be incorporated into the business planning, change management and project management processes.
- Incident management, IT recovery and business recovery plans will each be tested every 12 months as a minimum.
- It will be the responsibility of the School Business Manager to ensure continued review and testing of the plans.

Business Continuity Plan Objectives

The overall objective of the business continuity plan is to enable the company to resume critical business processes and services and to maintain an acceptable, but emergency, level of operations until “normal” operations can be resumed.

The aim is to provide business units with the infrastructure that enables them to perform their critical business functions and services within the timescales identified by the business impact analysis following a disaster or major incident. Additional information and guidelines are included to assist in the restoration of all business functions and activities at the normal site or an alternative location.

The main objectives are to:

- Maintain core business services
- Maintain stakeholder confidence in the company and protect our reputation
- Provide effective communication both internally and externally (for example to staff, governing bodies, sponsors, business partners, shareholders and other stakeholders, the media etc)
- Provide effective management information throughout the incident response and recovery
- Ensure staff safety and welfare throughout the disaster
- Maintain staff confidence in the continuing operation of the business
- Retain effective control of all management accounts
- Reinstate normal business practices as soon as possible.

Scope

The scope of the business continuity plan includes the recovery of all critical business functions normally carried out at the company’s premises. It excludes any less serious incidents and emergencies, which will be covered by existing procedures and contingency plans.

Requirements

- Each department must develop and maintain an up-to-date list of their core functions and an accurate assessment of the minimum infrastructure, seating and technology needed to carry out those functions.
- Key staff must be identified and trained to form part of the Incident Management Team, which will be responsible for implementing the business continuity plan. Their emergency contact details must be recorded along with those of staff who can cover their roles and made available to the Incident Management team and TiLA central team.
- For IT systems, the recovery time and recovery point objectives (tolerable downtime and tolerable data loss) will be identified by the IT support team and shared to all relevant members of the Incident Management Team.

Overall Strategy

The business continuity strategy is based on:

- Risk mitigation (prevention and protection measures).
- Reputation and communications management.
- Recovery of critical IT equipment/services, including mirrored systems and procurement of replacement IT equipment.
- Recovery and/or replacement of the telephone switchboard functions
- Displacement of affected staff:
 - Can staff work from home?
 - Are there other suitable prepared locations or auxiliary offices that they can be sent to?
 - Can an alternative location be found post incident?
 - How will staff receive the equipment needed in order to work from home/an alternative location?

Key Roles

The following members of staff have special responsibilities for the implementation of the business continuity plan.

Job Title:	Headteacher	Department:	
Name:		Area of Responsibility:	Incident Manager
Specific Responsibilities:			
Chair of Incident Management Team Coordination of Incident Management Team Assign members of staff to relevant IMT roles			

Job Title:	School Business Manager	Department:	
Name:		Area of Responsibility:	Business continuity
Specific Responsibilities:			
Liaise with Emergency services Liaise with premises team Minimise disruption to the provision of education			

Job Title:	Deputy Head	Department:	
Name:		Area of Responsibility:	Curriculum
Specific Responsibilities:			
Deputy Chair of Incident Management Team (in absence of chair) Implementation of remote learning Coordinate provision for examinations			

Job Title:	Deputy Head	Department:	
Name:		Area of Responsibility:	Pastoral
Specific Responsibilities:			
Welfare / Safeguarding of students Coordinate external support			

Job Title:	Personal Assistant	Department:	
Name:		Area of Responsibility:	Communications
Specific Responsibilities:			
Provide administrative support to the Headteacher and IMT Keep accurate log of information, actions and decisions			

Job Title:	Director of IT	Department:	Central IT (Amplify)
Name:	Tom Bliss	Area of Responsibility:	IT Infrastructure
Specific Responsibilities:			
Implement IT Disaster Recovery Plan Provide support, advice and guidance to the headteacher and IMT			

The following persons should also be notified immediately or as soon as possible in the event of a disaster or major incident, despite not having specific responsibilities for ensuring the continuing function of the business:

- PFI / Premises Manager / Caretaker
- Chair of Governors
- Amplify Central Team

Plan Review and Updates

The responsibility for updating the business continuity plans with revised recovery procedures, contact details, etc will sit with the School Business Manager in line with the Amplify's policy and procedure review calendar and undertaken in collaboration with staff. All identified members of staff will be responsible for maintaining the parts of the business continuity plan that fall into their areas of responsibility. A structure will be put in place to:

- Authorise any removal and updating of recovery procedures, contact details, etc held in any part of the business continuity plan.
- Keep a record of all updates made to the business continuity plan so that the most recent version is available.
- Conduct regular audits of the distributed plans to ensure version integrity.

Exercising and Testing

Exercising and testing are essential in providing confidence that the objectives of the plan can be achieved. It also provides an ideal training opportunity for those involved in the key activities. All testing must be carefully managed and co-ordinated to ensure low risk to the business but with maximum return on the effort put in.

The specific testing objectives will vary from test to test, but may include:

- Validation of emergency callout procedures and contact details contained in the recovery plans.
- Ensuring key staff are familiar with their emergency response, technical recovery and business recovery plans.
- Proving the ability to recover the technical IT and communications infrastructure.
- Proving the ability of critical staff to relocate to and work from the nominated recovery site.
- Validation of the effectiveness and accuracy of the documented IT and business recovery plans.
- Identifying weaknesses in and improvements to processes, technical solutions and procedures.
- Exercising emergency response and recovery team members by allowing them to practise their activities.
- Increasing confidence in the business continuity plan and its execution.

The school will implement the following testing schedule:

Element to be tested	Components	Testing frequency	Testing methods
E.g. IT Systems	What those systems include, e.g. servers, personal computers	How often the testing will be carried out, e.g. annually	How the test will be conducted, e.g. simulated power cut

Glossary of Terms

The following are key terms that may appear in the Business Continuity Plan.

Alert

A formal notification that an incident has occurred which may develop into a disaster or major incident.

Contingency planning

Planning to address undesired occurrences that may happen later (e.g. planning for the recovery of IT services, infrastructure or business functions).

Disaster

An unplanned event that disrupts the ability to perform normal business functions for a sufficient time to significantly affect, or cause the failure of, the business. Disasters are normally events with widespread consequences and likely to affect most (if not all) neighbouring premises. Fire or flooding would be examples of disasters.

Disaster recovery

The process of returning an IT system or application to an operational level following a disaster.

Disaster recovery plan

A set of instructions to facilitate recovery of the affected IT systems and applications following a disaster.

Incident Management Team

A group of senior leaders whose prime role is to provide management control during recovery from a disaster or major incident situation. They will initiate recovery processing, provide direction to the recovery teams and provide management liaison with external stakeholder.

Major incident

An unplanned event that disrupts the ability to perform normal business functions for a sufficient time to significantly affect, or cause the failure of, the business. Major incidents are normally localised to the business premises with minimal potential to affect neighbouring premises. A serious data protection failure would be an example of a major incident.

Off-site storage

A storage facility at a safe distance from the primary site, which is used for storing recovery supplies including backup media, equipment, and vital records.

Recovery site

A designated site for the recovery of office accommodations, computing and support services. This may be a purpose-built recovery centre provided by the organisation itself or a specialist 3rd party supplier.

Recovery strategy

A pre-defined, pre-tested, management approved course of action to be employed in response to a disaster or major incident.

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SECTION 1 - CONTACT DETAILS

1.1 School information

School details	
Name of school	
Type of school	
School address	
School operating hours (including extended services)	
Approximate number of staff	
Approximate number of pupils	
Age range of pupils	

Office contact details	
Office telephone number	
Office email address	
Headteacher email address	

Useful websites	
School website / extranet	
Local authority	

National Health Service	www.nhs.uk/111
Department for Education	www.gov.uk/dfes
Foreign & Commonwealth Office	www.gov.uk/fco
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Employee Assistance Programme	www.edsupport.org.uk/onlinesupport

1.2 Contact details - staff and governors

Name	Job title	IMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
	Headteacher	Incident Management Team Coordinator			
	School Business Manager	Business Continuity			
	Deputy Headteacher	Curriculum			
	Deputy Headteacher	Pastoral			
	Designated Safeguarding Lead	Safeguarding			
	Site Managers	Facilities Management			
	IT Director	IT Infrastructure			First point of contact for IT
	Head of Estates	Emergency Planning / premises	07557 676491	hguy@tila.school	

1.4 Contact details - local authority and key contacts

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
LADO				
Children's services				
Transport				
Catering				
Educational visits	Claire Leheup	oysteroutdoors@gmail.com		External EVC Consultant for advice where needed (not 24hr)
Health and safety	Jeff Bentham, Wirehouse	07972103417 jeffbentham@wirehouse-es.com	24 hour advice line 0333 321 5006	
Risk / insurance	RPA / Wills Tower Watson	0117 976 9361	+44 (0) 3300 585 566 for emergencies and urgent incidents including overseas travel	https://www.gov.uk/guidance/make-a-claim-through-the-risk-protection-arrangement-rpa Multiple numbers available for different claims/scenarios
Legal	Veale Wasbrough	0117 925 2020		
Educational psychology				
School Closures				

1.6 Contact details - other organisations

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)	
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 0845 988 1188 (24 hour, floodline)	
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)	
Health and Safety Executive	Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer)	
Employee Assistance Programme	08000 856 148 (24 hour helpline)	The Employee Assistance Programme can provide practical and emotional support to staff in the education sector and their families.
Insurance company	0800 389 1708 (QBE) 03300 585 566 (RPA)	Vehicle insurance Damage, loss, liabilities
Trade union		
Supplier (transport)		

Supplier (catering)		
Supplier (cleaning)		
Supplier (temporary staff)		
Utility supplier (gas)		
Utility supplier (water)		
Utility supplier (electricity)		
Utility supplier (heating)		

SECTION 2 – ROLES & RESPONSIBILITIES

3.2 Roles and responsibilities - business continuity

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of IT/Telecommunications 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

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

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

3.6 Roles and responsibilities - resources

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

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

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

APPENDIX A - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Managed by	Short-term	Electronic backups
Examination papers	Exams Office	Medium-term	
Asset registers / equipment inventories	IT Asset Register Chemical List		Store in Emergency Crate

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Managed by	Medium-term	Electronic backup
Contact details	Arbor	Short-Term	Online
Financial information	Xero/Planergy	Short-Term	Online
Medical information	Arbor / Paper copies in medical room	Short-Term	Paper copies medical room.

Remote learning	Notes / instructions
Website / extranet	
Email	
Post	

APPENDIX B - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas		
Water		
Electricity		
Heating		

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

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

APPENDIX C - EVACUATION

Signals	
Signal for fire evacuation	
Signal for bomb evacuation	
Signal for all-clear	

Assembly points - fire evacuation	
Fire evacuation assembly point A	
Fire evacuation assembly point B	

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	
Bomb evacuation assembly point B	

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

Pre-identified buddy school / place of safety / rest centre	
Name of premise	
Type of premise	
Contact name and details of key holder(s)	
Address	
Directions / Map	See below
Estimated travel time (walking, with pupils)	
Estimated travel time (by coach, with pupils)	
Facilities / resources	

Insert Map and Directions here to offsite evacuation point

Schools to write specific evacuation procedures as per example below

EG: If evacuation from school site was necessary, the following steps would be taken:

1. Fire alarm or tannoy used to congregate students and staff promptly on the astro turf
2. Register taken and building confirmed as clear.
3. SBM to instruct BAM via radio to open sports hall gate.
4. Once congregated support staff will be allocated to each year group according to staff list (approx 9 staff per year group)
5. Map/route walk distributed to tutors and Year Group leads from fire registers
6. Tutors and support staff will lead students out of sports hall gate and follow map, out via Northwick entrance and to Horfield Leisure Centre.
7. Registers taken
8. Communication sent to parents about dismissal from Horfield Leisure Centre

APPENDIX D - SHELTER

Signals	
Signal for shelter	
Signal for all-clear	

Upon hearing the shelter signal, take the action below.

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

APPENDIX E - LOCKDOWN

Signals	
Signal for lockdown	
Signal for all-clear	

Lockdown	
Rooms most suitable for lockdown	
Entrance points (e.g. doors, windows) which should be secured	
Communication arrangements	▪
Notes	

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

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

APPENDIX F - SCHOOL CLOSURE

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

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

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

APPENDIX G - IT System Failure

Ref'	Generic actions - initial response	Tick / sign / time
I1	Upon discovery contact Director of IT	
I2	Determine any other effected systems e.g. power	
I3	Depending on the time assess the need for alternative education plan.	
I4	Communicate to staff via tannoy/radio or consider whole school staff briefing (assembly hall)	
I5	Any further immediate instructions/updates via tannoy/radio	
I6	All SLT to distribute across whole school	

If the system is unavailable for medium/long term, consider the actions below.

Ref'	Generic actions - ongoing response	Tick / sign / time
I8	Establish attendance (safeguarding) initiate using paper registers for morning registration – Use the fire registers (from previous day) available from reception	
I9	Establish plan for accessing online cloud-based systems e.g. mobile phone hot spot or tablet that is available from reception. This will restore limited access to Arbor, therefore student and staff data and facilitates communication.	
I10	SBM to assign a staff member to travel to another school site (first point of contact, XXXXXXX) to print required resources, as follows: <ul style="list-style-type: none"> • Class registers • Cover plan • Other necessary, relevant resources 	
I11	If necessary, activate emergency education plan resources – Use mini whiteboard packs. Please note interactive whiteboards will still function if there is power.	
I12	If long term, put in place arrangements for remote learning (please see appendix 2)	

APPENDIX H - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls		

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

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> ▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the school site?
School website / extranet	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to edit the website? ▪ Can it be updated remotely or only from the school site? Remotely
Text messaging system	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to use the text messaging system? ▪ Can it be used remotely or only from the school site? Remotely
School Closure	<ul style="list-style-type: none"> ▪ Instructions for reporting school closures. Severe Weather Plan
Telephone list	
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	

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

Group	Preferred method of contact	Contact details are available from
Pupils	Email	Arbor / Bromcom
Parents / carers	Text	Arbor / Bromcom
Governors	Phone Call	NA
Extended services	Phone Call	NA

APPENDIX I - BOMB THREATS

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

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

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

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

Did dialling 1471 work?

Time the call ended:

.....

.....

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

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

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

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

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

.....
.....

Notes:

.....
.....

APPENDIX J - SUSPICIOUS PACKAGES

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

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

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

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

2

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

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

APPENDIX K – DAMAGE ASSESSMENT / LOG

Where options are available, please delete answers as appropriate

Assessor		Assessment Ref. No.	
1	Notification received from: (name) at (time)		
2	Incident: <i>Fire / Flood / Explosion / Lightning / Denial of access / Service failure / IT failure / Bomb threat / Utilities failure / Supply chain failure / Other (specify)</i>		
3	Attended Building at:	Location:	Time:
4	Casualties: YES/NO	Number/Name(s)/Injuries :	
5	Fatalities: YES/NO	Number/Name(s) :	
6	Hospital referrals (Give details and state where):		
7	Emergency Services on site:	<i>Police / Fire / Ambulance / All / Other (State)</i>	
8	Access to site available? YES/NO	Floor:	Time:
9	Initial Assessment :	Total Loss/Partial Loss	Recoverable within: 12/24/48/72 hrs
10	DAMAGE	Building/section:	
		Floor:	Impact: Outcome: <i>Recover/ Move out/ repair</i>
		Floor:	Impact: Outcome: <i>Recover/ Move out/ repair</i>
		Floor:	Impact: Outcome: <i>Recover/ Move out/ repair</i>
11	Specialist Maintenance:	Contractors called:	
12	Additional comments :		
13	Signed:	Print:	Date/Time:

APPENDIX M – IDENTIFYING, EVALUATING & MANAGING RISKS

Guidance for completing the Risk Matrix:

Probability Likelihood	Impact Consequence	Overall Rating Probability x Impact	
5 Very likely	5 Very Severe	17-25	Extreme Risk
4 Likely	4 Severe	10-16	High Risk
3 Possible	3 Moderate	5-9	Medium Risk
2 Unlikely	2 Minor	2-4	low Risk
1 Very unlikely	1 Negligible	1	Minimal Risk

Example Risk Assessment template

Risk description	Probability	Impact	Overall Rating	Risk Control(s)	Additional controls required (if any)	Lead for Risk Control Activities
Pandemic or epidemic e.g influenza virus, meningitis	3	5	15	<ul style="list-style-type: none"> Staff absence policy Use of supply teachers 	n/a except school may be closed if unsafe to remain open	Headteacher, SBM & SLT
Severe weather events e.g high winds, snow, heat wave, drought	4	5	20	<ul style="list-style-type: none"> Severe weather risk assessment Management awareness / preparations 	n/a except school may be closed if unsafe to remain open	Headteacher, SBM & SLT
Utilities disruption e.g. gas, electricity or water supply	2	4	8	<ul style="list-style-type: none"> Liaison with utility providers as needed 	n/a except school may be closed if unsafe to remain open	Headteacher, SBM & SLT



Annex 2: Critical Incident Lessons Learned

Date of incident:	Date Lessons Learned completed:
Brief outline of incident:	
Incident Management Team:	

Stage of Plan	What went well	What needs to change	Action agreed
1. Initial response			
2. Consolidation			
3. Recovery			
4. Restoration of normality			



Annex 3: Personal Emergency Evacuation Plan

Name of pupil		Date of plan	
Tutor group		How long will the plan last? (Must be reviewed annually)	
Name of adult completing the plan		Agreement of plan from parent / carer/ date:	

Nature of impairment/ disability (including temporary disability)	
General assistance to support disability/ impairment	<p>Highlight or tick as appropriate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leave class 3 minutes earlier to avoid corridor rush <input type="checkbox"/> One pupil allocated to open doors/ carry bags for each lesson <input type="checkbox"/> Change seating plans so can sit at side of room or assembly hall <input type="checkbox"/> PE/ADT/Drama staff are specifically made aware of pupil's needs <input type="checkbox"/> Other:
Type of assistance required in case of emergency:	<p>Highlight or tick as appropriate:</p> <p>Raising the alarm independently:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No action required - can use existing alarm system <input type="checkbox"/> Vibrating pager device/ Visual alarm system provided <p>Responding to signals/alarm:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can open the fire escape door YES/NO <input type="checkbox"/> Fire escape procedure explained in accessible format <input type="checkbox"/> Safe routes explained / fire exits that are available for use (eg if wheelchair / crutches accessible) <input type="checkbox"/> Safe space explained and visited <input type="checkbox"/> Pupil trained on using speaker button <input type="checkbox"/> Designated assistance (name): <input type="checkbox"/> Cover assistance if above unavailable (name): <p>Exiting the building:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Special equipment explained (eg e-vac chair)
Strategy in pupil-friendly language. In the event of an emergency evacuation, (including drills), the pupil will:	

We understand and are aware of agreed procedures and believe them to be appropriate to support emergency evacuation.

Pupil agreement:

Parent/ carer:



Annex 4: Communication template links

There is a bank of templates which schools can use to support communications during and in the aftermath of a critical incident. These include:

- Staff quick guide: Using critical incident templates
- General parent/carer communication template
- General staff communication templates
- Front office/reception call scripts/media enquiries
- Wider community templates
- Scenario templates e.g. lock down, fire/emergency evacuation, severe weather incident, bomb, bereavement

https://files.schudio.com/til-academies/files/documents/Critical_Incident_Communication_Templates.pdf

Annex 5: Central Team contact information

Central Team contacts		
Role	Name	Number
Chief Executive	Sue Elliott	07929 100536
Chief Finance and Operations Officer	Drw Cannon	07973-900829
Director of Education	Julia Hinchliffe	07949 909774
Director of SEND, Safeguarding and Inclusion	Rachel Peregrine	0117 3772601
Senior HR Manager	Abi Martin	0117 377 3442 ext 1015