



# Critical Incident Plan

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# 1. Statement of Intent

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- 1.1 This plan and associated procedures applies to **all** the Trust and it's schools and sets out the framework for our Trust's emergency response and business continuity management arrangements so that the Trust as a whole and/or any one of its individual schools can provide a flexible response to an emergency or disruptive incident which:
- Minimises the impact of the emergency or major incident;
  - Ensures that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling support arrangements to be rapidly activated,
  - Maintains high standards of welfare and duty of care arrangements for pupils, staff and carers,
  - Ensures that decision making and actions during emergency situations are properly recorded,
  - Facilities return to normal working arrangements at the earliest time
- 1.2 This plan will be activated in the event of an incident or an emergency which impacts upon the delivery of our critical activities and where normal responses and procedures are deemed insufficient to deal with the effects.
- 1.3 The approved Trust log book must be kept with this plan at all times. The log book consists of;
- School contact list
  - Lockdown procedure
  - Activity log
  - Finance log
  - Lost items log
  - Critical activities

## 2. Plan Control

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### 2.1 **Plan Remit**

The following critical functions are covered by this plan:

- Safeguarding staff members and pupils
- Teaching
- Catering
- Access to Systems and Records
- Examination Centre

The following Trust premises are covered by this plan:

Trust Premises Name	Address	Postcode
Mulberry Academy Shoreditch	Gosset Street, London	E2 6NW

## 2.2 Plan Distribution

This Business Continuity Management Plan is distributed as follows:

- Chief Executive Officer
- Chair of Trust Board
- Chair of Audit, Finance and Risk Committee
- Chair of the Governors
- Executive Principal
- Chief Financial Officer
- Director of Marketing, Communications and External Affairs
- Premises & Contracts Manager
- Senior Deputy Principals
- Deputy Principal
- Assistant Vice Principals
- IT Network Manager
- Office Manager

## 2.3 Plan Storage

All parties on the plan distribution list are required to safely and confidentially store a copy of this plan at their regular place of work or home.

## 2.4 Plan Review

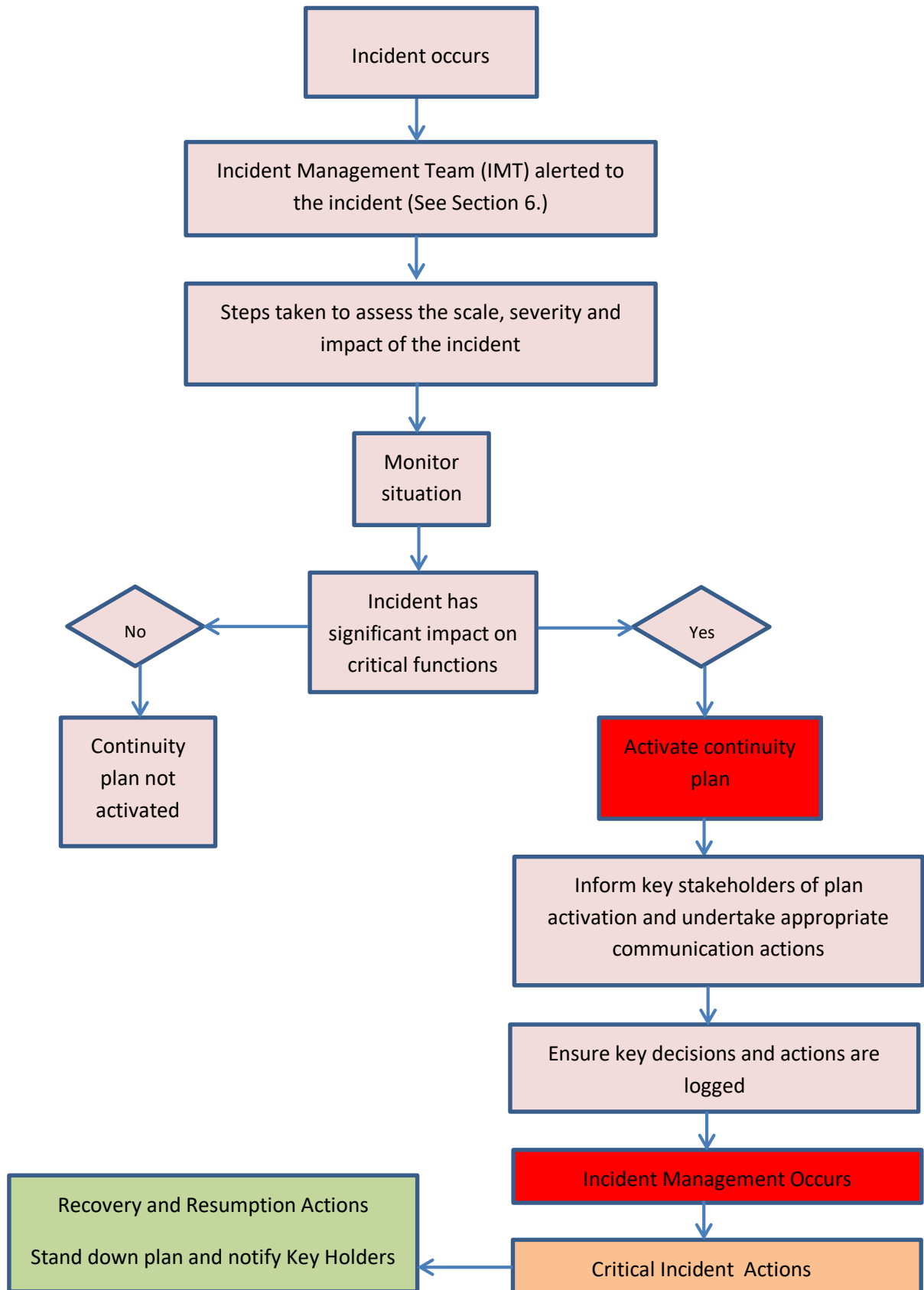
Updates to the plan will be co-ordinated by the Chief Financial Officer and monitored by the Audit, Finance and Risk Committee. The Executive Principal is responsible for ensuring the plan is kept up to date by providing updates in a timely manner for changes in their respective school.

# 3. Plan Activation

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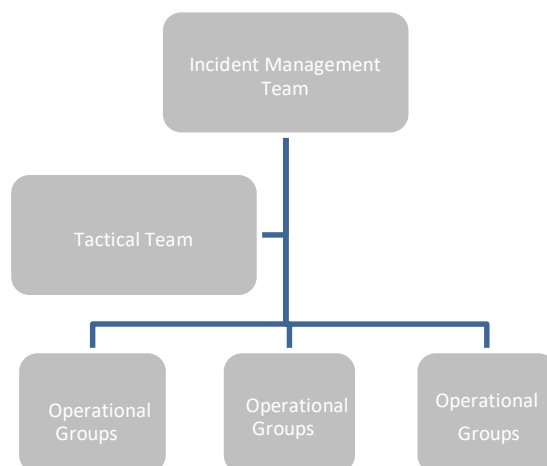
Use this flowchart to help ascertain whether or not to activate the Critical Incident Plan. A member of the Incident Management Team (see Section 4) will activate and stand down this plan.

# Plan Activation



## 4. Incident Management Structure

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### 4.1 Incident Management Team

#### Terms of Reference

The purpose of the incident management team is to ensure appropriate actions are taken to:

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

#### Membership and Responsibilities

## 4. Incident Management Structure

	Position	Responsibilities
Central Trust	Chief Education Officer	<ul style="list-style-type: none"> <li>• Collates information about the incident for dissemination in Press Statements.</li> <li>• Approves all other media contact/ communications</li> <li>• Senior responsible owner of the Critical Incident Plan</li> <li>• Management for the Trust</li> <li>• Co-ordinates additional capacity to the school where insufficient within the academy</li> </ul>
School	Executive Principal	<ul style="list-style-type: none"> <li>• Overall responsibility for the day-to-day management of the School, including principal decision-maker in times of crisis.</li> <li>• Liaising with the CEO to ensure that the school has sufficient capacity to respond to crisis.</li> <li>• Agreeing with the CEO the academy's overall response and recovery strategy.</li> </ul>
School	Senior Deputy Principals	<ul style="list-style-type: none"> <li>• Supports the Executive Principal in the day-to-day management of the school, including in times of crisis.</li> </ul>
Central Trust	Chair of Trustees	<ul style="list-style-type: none"> <li>• Liaises with the CEO and Executive Principal in response to a crisis</li> <li>• Coordinates with the CEO and Executive Principal to provide strategic direction in planning for and responding to a crisis.</li> <li>• Supports the academy's crisis response and subsequent recovery.</li> <li>• Reporting to parents on the resilience of the School Critical Incident Plan</li> </ul>

## 4. Incident Management Structure

	Position	Responsibilities
Central Trust	Chair of Audit, Finance & Risk Committee	<ul style="list-style-type: none"> <li>Supports the Chair of Trustees in response to a crisis and subsequent recovery</li> <li>Ensures that the School Critical Incident Plan remains fit-for-purpose.</li> <li>Considers lessons learnt as a result of the incident and oversight to ensure these inform future updates to plans</li> </ul>
School	Chair of Local Advisory Body	<ul style="list-style-type: none"> <li>Supports the Executive Principal and Chair of Trustees in communications to parents on the resilience of the academy Business Continuity Plan;</li> </ul>
Central Trust	Chief Financial Officer	<ul style="list-style-type: none"> <li>Critical Incident Plan development.</li> <li>Identifying lessons as a result of the incident.</li> <li>Ensuring that future updates of plans reflect lessons learnt.</li> </ul>
Central Trust	Director of Marketing, Communications & External Affairs	<ul style="list-style-type: none"> <li>Support the CEO in collating information about the incident for dissemination in Press Statements</li> <li>Identifying lessons as a result of the incident.</li> </ul>
School	Premises & Contracts Manager	<ul style="list-style-type: none"> <li>Advise on any issues relating to the school physical infrastructure</li> <li>Lead point of contact for any contractors who may be involved in incident response</li> <li>Undertaking duties as necessary to ensure site security and safety in an incident</li> </ul>
School	ICT Support (where appropriate)	<ul style="list-style-type: none"> <li>Ensure the resilience of the School's ICT infrastructure.</li> <li>Work with the Chief Financial Officer to ensure resilience of the ICT infrastructure across the Trust and within individual schools.</li> </ul>

### 4.2 Tactical Team

Position	Responsibilities
Executive Principal	As directed by the Executive Principal or Incident Management Team
Senior Deputy Principals	As directed by the Incident Management Team



## 4. Incident Management Structure

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Department Heads	As directed by the Incident Management Team
Incident Recorder (Heads PA)	Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately reporting directly to the Incident Management Team.

### 4.3 Operational Groups

Other teachers and support staff members may be utilised to support the tactical team with the responses. All **key holder information** for each school to be updated as appropriate with ensuring all schools have identified key holders for term time and holidays.

## 5 Contact List

Name	<b>Mulberry Academy Shoreditch</b>	URN UKPRN LA Est Number	<b>1337789 10035996 211/4284</b>
Address	<b>Gosset Street, London E2 6NW</b>	Telephone Number	<b>020 7920 7900/020 7920 7904</b>
Number of Staff	120		
Number of Pupils on roll	1124 places		
Age Range of Pupils	11-18		
Normal Operating Hours	08.00 – 17.30		
Assembly Point & Entrance Points	On Site – Various external assembly points within the academy grounds (Car Park, Back Gate, KS3, KS4 playgrounds)		
Alternative Assembly Point & Entrance Points	Off site – Opposite MAS: Lygon House, Gosset Street		
	<b>Name</b>	<b>Mobile Home</b>	
Key Holders (Name & Contact Number)	Ruth Holden	07961 107 525	
	Dan Collis	07376 431 091	
	Jennie Montgomerie	07780 110 247	
	Cassie Pitts	07780 110 212	
	Steve Farmer	07825 872 047	
	Stuart Faulkner	07494 546 315	

Contact	Name	Telephone Number Office	Telephone Number Mobile	Email address
<b>INCIDENT MANAGEMENT TEAM</b>				
Executive Principal	Ruth Holden	020 7920 7932	07961 107 525	rholden@mulberryschoolstrust.org
Senior Deputy Principal	Dan Collis	07376 431 091		dcollis@mulberryschoolstrust.org
Senior Deputy Principal	Jennie Montgomerie	020 7920 7935	07780 110 247	jmontgomerie@mulberryschoolstrust.org
PA to the Executive Principal	Cassie Pitts	0207 920 7904	07780 110 212	<a href="mailto:cpitts@mulberryschoolstrust.org">cpitts@mulberryschoolstrust.org</a>
Chair of Governors	David Gracie			dgracie@mulberryschoolstrust.org
Chief Financial Officer	Paul Doel	020 7920 7939	07780 110 250	pdoel@mulberryschoolstrust.org
Director of Marketing, Communications and External Affairs	Julie Cordice	020 7920 7933	07780 110 249	Jcordice@mulberryschoolstrust.org
Premises & Contracts Manager	Steven Farmer	020 7920 7945	07825 872 047	sfarmer@mulberryschoolstrust.org
IT Network Manager	Anowar Hussain	020 7920 7947	07984 384 107	ahussain@mulberryschoolstrust.org

<b>TACTICAL MANAGEMENT TEAM</b>				
Executive Principal	Ruth Holden	020 7920 7932	07961 107 525	rholden@mulberryschoolstrust.org
Deputy Principal	Jennie Montgomerie	020 7920 7935	07780 110 247	jmontgomerie@mulberryschoolstrust.org
Chair of Governors	David Gracie			dgracie@mulberryschoolstrust.org
Chief Financial Officer	Paul Doel	020 7920 7939	07780 110 250	pdoel@mulberryschoolstrust.org
Director of Marketing, Communications and External Affairs	Julie Cordice	020 7920 7933	07780 110 249	Jcordice@mulberryschoolstrust.org

Premises & Contracts Manager	Steven Farmer	020 7920 7945	07825 872 047	sfarmer@mulberryschoolstrust.org
<b>Contact</b>	<b>Name</b>	<b>Telephone Number Office</b>	<b>Telephone Number Mobile</b>	<b>Email address</b>
<b>OPERATIONS GROUP</b>				
Deputy Principal	Tamsin Scales	0207 920 7958	07557 984 891	tscales@mulberryschoolstrust.org
Deputy Principal	Melissa Gibson	0207 920 7974	07494 308 059	mgibson@mulberryschoolstrust.org
Assistant Vice Principal	Karen Frankum	0207 920 7963	07500 045 442	kfrankum@mulberryschoolstrust.org
Assistant Vice Principal	Lara Boyer	0207 920 7998	07494 305 699	lboyer@mulberryschoolstrust.org
Assistant Vice Principal	Tamsin Miller	0207 920 7956	07939 347 310	tmiller@mulberryschoolstrust.org
Office Manager	Nazia Ali	020 7920 7971	07494 556 006	nali1@mulberryschoolstrust.org

<b>KEY CONTACTS</b>					
<b>Insurance Company:</b> Membership Ref:137789	Gallagher Bassett for the DfE RPA	0113 2462040			<a href="mailto:UK.RPA@gbtpa.com">UK.RPA@gbtpa.com</a>
<b>Legal Advisors</b>	Bates wells	020 7551 7777			hello@bateswells.co.uk
<b>ICT Support Provider:</b> Joskos	Help Desk Adam Lloyd	0207 424 6960 07950 915 497			<a href="mailto:AdamL@joskos.com">AdamL@joskos.com</a>
<b>Utilities – Gas</b>	British Gas (for emergencies)	0800 111 999			
<b>Utilities - Electricity</b>	Starlight Electrical	07931 138509			
<b>Water</b>	Thames Water	0800 714 614			
<b>Fire Alarms (40091777)</b>	Honeywell Building Solutions	08702 401252			
<b>Intruder Alarms</b>	Code Security	020 88074343			
<b>Other useful contacts</b>					
<b>Department for Education</b>	Regional Schools Commissioner's Office	020 7340 7663			
<b>Health and Safety Executive</b>	Tel: <b>0845 300 9923</b> (Incident Contact Centre - fatal and major injuries)				
	Tel: 0151 922 9235 (Out of Hours - See Guidance)				
	Tel: 0151 951 4000 (Switchboard)				
<b>Community Police Officer</b>	PC Yvonne Jin	07775 554 417			
<b>Emergency Services</b>		999			
<b>Taxi Service</b>	Ace Cars/ Addison Lee or Uber Business	0208 980 6666			

## 6. Incident Management Checklist

	Action	Details	Responsibility	Actioned?
1.	<ul style="list-style-type: none"> <li>Initial assessment</li> </ul>	<ul style="list-style-type: none"> <li>Survey the incident scene and disseminate information.</li> </ul>	A member of the Senior Leadership Team (SLT)	<input type="checkbox"/>
2.	<ul style="list-style-type: none"> <li>Call the emergency services (as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Emergency Services Required (police, fire, or ambulance) providing               <ul style="list-style-type: none"> <li>o Exact Location of incident</li> <li>o Number of casualties / injuries</li> <li>o Hazards which may be on site</li> <li>o Location call made from</li> <li>o Your name and telephone number</li> </ul> </li> </ul>	The most appropriate member of staff closest to the incident	<input type="checkbox"/>
3.	<ul style="list-style-type: none"> <li>Evacuate the school building if necessary.</li> <li>Ascertain whether pupils should remain within the school grounds at a relative place of safety or indoors (see lockdown procedure).</li> <li>If it is safe, consider the recovery of vital assets to sustain critical school activities.</li> <li>Inform relevant stakeholders of site evacuation.</li> </ul>	<ul style="list-style-type: none"> <li>Use normal fire evacuation procedures for the school.</li> <li>Consider staff members and pupils with special needs and/or disabilities.</li> <li>If remaining within the school grounds, ensure that the assembly point is safe</li> <li>Take advice from emergency services as appropriate.</li> </ul>	SLT or the Premises & Contracts Manager ( <b>PCM</b> )	<input type="checkbox"/>
4.	<ul style="list-style-type: none"> <li>Ensure that all pupils, staff members and school visitors report to the identified assembly point.</li> </ul>	<ul style="list-style-type: none"> <li>The normal assembly point is: <b>see key contact list</b></li> <li>The alternative assembly point is: <b>see key contact list</b></li> </ul>	SLT or the PCM	<input type="checkbox"/>

	Action	Details	Responsibility	Actioned?
5.	<ul style="list-style-type: none"> <li>Check that all pupils, staff members and visitors have been evacuated.</li> <li>Consider the safety of all pupils, staff members and visitors as a priority.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake a roll call using the pupil attendance register, staff lists and the visitors signing in book.</li> </ul>	SLT or the PCM	<input type="checkbox"/>
6.	<ul style="list-style-type: none"> <li>Establish a contact point for all supporting personnel.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the availability of staff members and who may be best placed to communicate information.</li> </ul>	SLT	<input type="checkbox"/>
7.	<ul style="list-style-type: none"> <li>Establish a contact point for all supporting personnel.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the availability of staff members and who may be best placed to communicate information.</li> </ul>	SLT	<input type="checkbox"/>
9.	<ul style="list-style-type: none"> <li>Ensure a log of key decisions and actions is started and maintained throughout the incident.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Activity Log template found in section 7 of this plan.</li> </ul>	SLT or the PCM	<input type="checkbox"/>
10.	<ul style="list-style-type: none"> <li>Where appropriate, record names and details of any staff members or visitors who may have been injured or affected by the incident.</li> </ul>	<ul style="list-style-type: none"> <li>This information should be held securely as it may be required by emergency services or other agencies either during or following the incident.</li> </ul>	SLT or the PCM	<input type="checkbox"/>
11.	<ul style="list-style-type: none"> <li>Assess the impact of the incident. Identify and agree next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to record key decisions and actions in the activity log</li> <li>Record financial expenditure incurred in financial expenditure log</li> </ul>	SLT or the PCM	<input type="checkbox"/>
12.	<ul style="list-style-type: none"> <li>Log details of all items lost by pupils, staff members and visitors as a result of the incident, if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Lost Items Log found in section 10. of this plan.</li> </ul>	SLT or the PCM	<input type="checkbox"/>

	Action	Details	Responsibility	Actioned?
13.	<ul style="list-style-type: none"> <li>Consider the involvement of other teams, services or organisations that may be required to support the management of the incident.</li> </ul>	<ul style="list-style-type: none"> <li>See continuity strategy</li> <li>See key contacts list</li> </ul>	SLT or the PCM	<input type="checkbox"/>
14.	<ul style="list-style-type: none"> <li>Assess the key priorities for the remainder of the working day and take relevant action.</li> </ul>	<ul style="list-style-type: none"> <li>Consider actions to ensure the health, safety and well-being of the school community at all times.</li> <li>Consider your business continuity strategies to ensure that the impact of the disruption is minimised.</li> <li>Consider the school's legal duty to provide free school meals and how this will be facilitated.</li> </ul>	SLT or the PCM	<input type="checkbox"/>
15.	<ul style="list-style-type: none"> <li>Ensure staff members are kept informed about what is required of them.</li> </ul>	<ul style="list-style-type: none"> <li>Consider staff not on site</li> </ul>	SLT or the PCM	<input type="checkbox"/>
16.	<ul style="list-style-type: none"> <li>Ensure parents and pupils are kept informed as appropriate to the circumstances of the incident.</li> </ul>	<ul style="list-style-type: none"> <li>Consider communication strategies and additional support for pupils with special needs.</li> <li>Agree arrangements for parents collecting pupils at an appropriate time.</li> <li>Consider the notification of pupils not currently in school.</li> </ul>	SLT or the PCM	<input type="checkbox"/>
17.	<ul style="list-style-type: none"> <li>Ensure Trustees and Governors are kept informed as appropriate to the circumstances of the incident.</li> </ul>	<ul style="list-style-type: none"> <li>Mechanism and frequency determined by Emergency Response Team</li> </ul>	SLT or the PCM	<input type="checkbox"/>
18.	<ul style="list-style-type: none"> <li>Consider the wider notification process and the key messages to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>Mechanism determined by Emergency Response team.</li> </ul>	SLT or the PCM	<input type="checkbox"/>



	Action	Details	Responsibility	Actioned?
19.	<ul style="list-style-type: none"> <li>Communicate the interim arrangements for delivery of critical school activities.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all stakeholders are kept informed of any contingency arrangements.</li> </ul>	SLT or the PCM	<input type="checkbox"/>
20.	<ul style="list-style-type: none"> <li>Log all expenditure incurred as a result of the incident</li> </ul>	<ul style="list-style-type: none"> <li>Record all incident-related costs incurred in the attached financial expenditure log.</li> </ul>	Chief Financial Officer	<input type="checkbox"/>
21.	<ul style="list-style-type: none"> <li>Seek specific advice/inform your insurance company.</li> </ul>	<ul style="list-style-type: none"> <li>Insurance policy contact and details can be found key contact list.</li> </ul>	Chief Financial Officer	<input type="checkbox"/>
22.	<ul style="list-style-type: none"> <li>Ensure recording process is in place for staff members and pupils leaving the site.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the safety of staff members and pupils before they leave site and identify suitable support and risk control measures.</li> </ul>	SLT	<input type="checkbox"/>

## **7. Evacuation Procedure**

### **Emergency Evacuation Plan**

**Fire Wardens are: Premises Manager (Steven Farmer) and all Heads of Department:**

### **Fire/Emergency Evacuation & Lockdown Procedure & Policy**

This is a dedicated Fire/Emergency & Lockdown Procedure and Policy document. This is also referred to within the Health & Safety Policy document and the Critical Incident Policy (Business Continuity Plan).

When the fire alarm is heard and continues to ring:

- Leave the area swiftly, but in an orderly fashion by the nearest safe exit, closing the doors when the last person has left the room.
- Students/Visitors should line up in the playground areas by the allocated assembly point, stay in line, and remain calm.
- If a decision is made to evacuate the school site for Health and Safety reasons, this should be made by the Executive Principal or a member of the Senior Leadership Team.
- Staff, students and visitors should not re-enter the building until instructed to do so by the Executive Principal or a Senior Member of staff.

### **Head of Department's Fire Evacuation Responsibilities**

1. In the event of an emergency evacuation the HoD is responsible for the safe and orderly evacuation of their department/area.
2. As you check each room/area is clear, close the door, as this will help to contain any potential danger.
3. Once you are satisfied that your area is clear, report to the Premises Manager (Steven Farmer).
4. Make your way to your line up point and await further instruction
5. Under no circumstances should you or anyone else re-enter the building until you are told that it is safe to do so.

## **Fire Evacuation Line Up**

### **General responsibilities**

1. All teaching and other working areas will have an emergency action notice displayed in a prominent position. The same applies to public/communal areas. This gives more detailed instructions on what to do in an emergency. Please notify the Display Technician if you discover an area that needs a notice.
2. All new employees and supply staff have an immediate duty to familiarise themselves with these emergency procedures.
3. All staff have a duty to escort safely any visitors who may be in school, they must also stay with any disabled visitors at the designated green emergency call points by all the lifts, call the call point to reception and await assistance from the Safety Team
4. All students with a disability must be escorted to the evacuation areas with a buddy (as highlighted in PEEP's assessment). All buddies must help with the opening of doors and help to keep the students safe in crowded areas.
5. Any disabled persons using the viewing gallery in the sports hall must be evacuated using the Evac chair situated in the viewing gallery area and escorted to the evacuation area. Fully trained staff in using the Evac chair must evacuate the wheelchair user.

### **What to do - all staff**

6. If you witness a fire, sound the fire alarm and report the matter to the nearest member of the senior team or premises staff after clearing any children or visitors in the vicinity.
7. If you hear the continuous fire alarm (it could be a fire drill or false alarm but must be taken seriously), then lead your class or visitors via the nearest safe exit in an orderly fashion to the playground, where students line up in form groups in register order.
8. Windows must be closed and the last person out of the room must close the door.

### **What to do - office and premises staff**

9. On hearing the fire alarm, the office staff must immediately check the fire alarm panel, identify the affected area and inform premises staff.
10. Premises staff must immediately check the area concerned and confirm to the office staff whether emergency services are required.
11. If the emergency services are required, the fire alarm will continue to ring until silenced by the Fire Brigade.
12. If the emergency services are not required, the alarm must be silenced by premises staff.
13. In the event of an evacuation, premises staff must sweep all buildings systematically.
14. A member of the office staff must remain outside the front entrance to prevent any students/visitors from entering the area and to direct emergency services upon arrival, if required.

15. Premises staff should carry out any remedial action as required in order to enable the fire alarm system to be re-set.

## **Emergency evacuation outside school hours**

### **When the fire alarm is heard and continues to ring**

- Leave the area swiftly, but in an orderly fashion by the nearest safe exit, closing the doors when the last person has left the room.
- Students/Visitors should line up in the designated fire evacuation points of the playground in an orderly fashion and remain calm.
- Premises staff must check the area shown on the fire alarm panel and the Safety Team must check all areas systematically, to make sure everyone has left all buildings
- DO NOT re-enter the building until instructed to do so by the Executive Principal or the Senior Team.

## **Fire Evacuation - Outside School Hours**

### **General responsibilities**

1. All teaching and other working areas will have an emergency evacuation notice displayed in a prominent position. The same applies to public/communal areas. This gives more detailed instructions on what to do in an emergency. Please notify the Display Technician if you discover an area that needs a notice.
2. All new employees and supply staff have an immediate duty to familiarise themselves with these emergency procedures.
3. All staff have a duty to escort safely any visitors who may be in school.
4. All students with a disability must be escorted to the evacuation areas with a buddy (as highlighted in PEEP's assessment). All buddies must help with the opening of doors and help to keep the students safe in crowded areas.
5. Any disabled persons using the viewing gallery in the sports hall must be evacuated using the Evac chair situated in the viewing gallery area and escorted to the evacuation area. Fully trained staff in using the Evac chair must evacuate the wheelchair user.

### **What to do - all staff**

6. If you witness a fire, sound the fire alarm and report the matter to the nearest member of the senior team or premises staff, after clearing any children or visitors in the vicinity.

7. If you hear the continuous fire alarm (it could be a fire or false alarm but must be taken seriously), then lead your class or visitors via the nearest safe exit to the front of the school and line up in an orderly fashion.
8. Windows must be closed and the last person out of the room must close the door.

#### **What to do - office and premises staff**

9. On hearing the fire alarm, the office staff must immediately check the fire alarm panel, identify the affected area and inform premises staff.
10. Premises staff must immediately check the area concerned and confirm to the office staff whether emergency services are required.
11. If the emergency services are required, the fire alarm will continue to ring until silenced by the Fire Brigade.
12. If the emergency services are not required, the alarm must be silenced by premises staff.
13. In the event of an evacuation, premises staff must sweep all buildings systematically.
14. A member of the office staff must remain outside the front entrance to prevent any students/visitors from entering the area and to direct emergency services upon arrival, if required.
15. Premises staff should carry out any remedial action as required in order to enable the fire alarm system to be re-set.

### **Emergency Evacuation Due to Fire, Gas or Bomb Alert**

#### **Evacuating the school**

16. Once all staff, students and visitors have evacuated the buildings and lined up in the front of the school, they are to await instructions from the Fire Marshall.
17. If there is a need to evacuate the school to a safe area the following safe area should be used.
18. The safe area is across the crossing in Gosset Street (care must be taken when crossing the road). Staff, students and visitors are to line up the other side of Lygon House and must await instructions from the Executive Principal or the Fire Brigade.

## Silent Evacuation Action

**If a member of the Safety Team asks you to evacuate the building you must: -**

- Leave the school swiftly, but in an orderly fashion, by the nearest safe exit, closing the door when the last person has left the room.
- Students should line up by their year group assemble point, stay in line, in register order, and remain calm
- Registers will be called by teachers
- DO NOT re-enter the building until instructed to do so by Senior Staff

## Silent Alarm Line Up

### General responsibilities

1. All public/communal areas will have the Silent Evacuation Action displayed. This gives more detailed instructions on what to do in an emergency. Please notify the Display Technician if you discover an area that needs a notice.
2. All new employees and supply staff have an immediate duty to familiarise themselves with these emergency procedures.
3. All staff have a duty to escort safely any visitors who may be in school.
4. All students with a disability must be escorted to the evacuation areas with a buddy, (as highlighted in PEEP's assessment) All buddies must help with the opening of all doors and help to keep the student safe in crowded areas.
5. Any Disabled persons using the viewing gallery in the sports hall must be evacuated using the Evac chair situated in the viewing gallery area and escorted to the evacuation area. Fully trained staff in using the Evac chair must evacuate the wheel chair user.

### What to do - all staff

6. 6. If you witness a suspect package or smell gas DO NOT sound the fire alarm. REPORT the matter to the nearest member of the senior team or member of the premises team, after clearing any children in the vicinity.
7. A member of the Safety Team with a note explaining the situation will make their way around the school and ask you to evacuate the building as you would if the fire alarm sounded, then lead your class/visitors via the nearest safe exit in an orderly fashion to the fire assembly points, where students line up in form groups in register order.
8. Windows must be closed and the last person out of the room must close the door.
9. The school pips system must be switched off and the tannoy system must not be used.

### **What to do - office and premises staff**

10. On being asked to evacuate the building, the office staff must immediately check with the Safety Team what the situation is and follow their duties as they would for a fire alarm.
11. Premises staff must immediately check the area concerned and confirm to the office staff whether emergency services are required.
12. If the emergency services are required, then 999 must be called immediately explaining the situation. Also the LBTH Civil Protection Team must be notified of the situation. Any advice given by the Civil Protection Team must be noted and actioned.
13. In the event of an evacuation, the Fire Marshal, Wardens and Safety Team must sweep all buildings systematically.
14. A member of the office staff must remain outside the front entrance to prevent any students/visitors from entering the area and to direct emergency services upon arrival, if required.

### **Emergency Evacuation Due to Fire, Gas or Bomb Alert**

#### **Evacuating the school**

15. Once all staff, students and visitors have evacuated the buildings and lined up in front of their assemble points, they are to await instructions from the Fire Marshal
16. If there is a need to evacuate the school to a safe area the Fire Marshal will give directions to the safe area that will be used.

#### **Safe Area**

17. The Safe Area is through the back double gates, turn right into the housing estate, line up in the courtyard behind the blocks of flats and await further instructions from the Fire Marshal.
18. If this area is not possible, due to the rear of the school being the area where the fire or emergency is, then all students and visitors must be escorted by staff, to the main entrance area, through reception, cross Gosset Street (care must be taken when crossing the road) and lined up the other side of Lygon House, all staff, student and visitors must await instructions from the Fire Marshal or the Fire Brigade.

## Bomb Alerts

**Reference: Procedures for handling bomb threats** (Published 18 July 2016

National Counter Terrorism Office)

<b>ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT</b>	
1	Remain calm and talk to the caller
2	Note the caller's number if displayed on your phone
3	If the threat has been sent via email or social media see appropriate section below
4	If you are able to, record the call
5	Write down the exact wording of the threat:
<b>When Where What How Who Why Time</b>	
<b>ASK THESE QUESTIONS &amp; RECORD ANSWERS AS ACCURATELY AS POSSIBLE:</b>	
1. Where exactly is the bomb right now?	
2. When is it going to explode?	
3. What does it look like?	
4. What does the bomb contain?	
5. How will it be detonated?	
6. Did you place the bomb? If not you, who did?	
7. What is your name?	
8. What is your address?	
9. What is your telephone number?	
10. Do you represent a group or are you acting alone?	
11. Why have you placed the bomb?	
Record time call completed:	
<b>INFORM HEADTEACHER</b>	
Name and telephone number of person informed:	



ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA	
1	DO NOT reply to, forward or delete the message
2	If sent via email note the address
3	If sent via social media what application has been used and what is the username/ID?
4	Dial 999 and follow police guidance
5	Preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

<b>DIAL 999 AND INFORM POLICE</b>
Time informed:

<b>This part should be completed once the caller has hung up and police/ building security/ coordinating manager have all been informed</b>					
Date and time of call:					
Duration of call:					
The telephone number that received the call:					
ABOUT THE CALLER:	Male	Female	Nationality?		Age?
THREAT LANGUAGE:	Well-spoken	Irrational	Taped	Foul	Incoherent
CALLER'S VOICE:	Calm	Crying	Clearing throat	Angry	Nasal
Slurred	Excited	Stutter	Disguised	Slow	Lisp
Rapid	Deep	Familiar	Laughter	Hoarse	*Accent (please specify)
*What accent?					
If the voice sounded familiar, who did it sound like?					
BACKGROUND SOUNDS:	Street noises	House noises	Animal noises	Crockery	Motor
Clear	Voice	Static	PA system	Booth	Music
Factory machinery		Office machinery		Other (please specify)	
REMARKS:					
ADDITIONAL NOTES:					
Signature: .....	Print Name: .....				Date: .....

**Save and print. Give copy to Police. Save for 7 years.**

## Invacuation (Lockdown) Procedure

### Introduction

Invacuation is the opposite of an evacuation of the premises. It is the process of controlling the movement, access and egress of people around the academy in response to an identified risk, threat or hazard that might impact on the safety and security of people and assets or, in deed the capacity of the academy to continue to operate. Such risks could include, but are not limited to;

- A potentially dangerous person or animal on the school site.
- A disturbance or dangerous situation in the local community that could affect the academy.
- A nearby chemical incident or other risk of air pollution.
- Serious weather conditions.

Mulberry Academy Shoreditch (the school) is required to provide a safe and secure environment for students, staff and visitors. An Invacuation may be implemented by the academy as part of a security incident and this may be in partnership with other organisations such as the Emergency Services.

The purpose of this procedure is to provide guidance to school leaders and staff that will enable them to follow appropriate steps to achieve an Invacuation of the site that they manage / occupy. It is to work alongside the other emergency plans / continuity plans, but may be used as a standalone procedure if required.

The school will undertake Invacuation practice drills at least once a year to ensure everyone knows what to do in such a situation. All staff are required to provide feedback following each drill to assist the academy in improving the Invacuation procedure.

### Partial Invacuation

#### **Alert to staff: 'Partial Invacuation – Tannoy**

This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to staff and students in the academy. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

#### **Immediate action:**

- All outside activity to cease immediately, students and staff return to the building.
- All staff and students remain in the building and external doors and windows locked.
- Free movement may be permitted within the building dependent upon circumstances.

All situations are different, once all staff and students are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services. This can then be communicated to staff and students. 'Partial Invacuation' is a precautionary

measure but puts the academy in a state of readiness (whilst retaining a degree of normality) should the situation escalate.

In the event of an air pollution issue, air vents can be closed (where possible) as an additional precaution. Emergency Services will advise as to the best course of action in respect of the prevailing threat.

## **Full Invacuation**

### **Alert to staff: 'Full Invacuation – 'PIPs' on continuous tone**

This signifies an immediate threat to the academy and may be an escalation of a partial Invacuation.

#### *Immediate action:*

- All students remain / return to base (classroom, tutor room or other agreed location. If during break time, this would ordinarily be the sports hall or main hall).
- Staff to remain / return to base room or nearest safe room.
- Classroom doors closed and blocked from inside with door stop.
- All occupants to move quietly out of sight lines of the door vision panel.
- Close windows and blinds.
- Mobile phones on 'silent' mode.
- Stay silent.

#### *Endure*

- Be aware that you may be in Invacuation for some time
- Staff to remain in Invacuation positions until informed by the Head of Invacuation (Executive Principal), their deputies (Chief Financial Officer, SLT, Premises & Contracts Manager) or Emergency Services.

As soon as possible after the Invacuation, staff should take a register or head count and notify the Executive Principal immediately of any students not accounted for.

During the Invacuation, staff will keep agreed lines of communication open, but not make unnecessary contact with the Head of Invacuation / SLT as this could delay more important communication.

## **Emergency Services**

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The academy site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Invacuation. The Emergency Services will support the decision of the Executive Principal regarding the timing of communication to parents/carers.

## **Communication between parents/carers and the school**

School Invacuation procedures, especially arrangements for communicating with parents/carers, should be routinely shared with parents/carers either by newsletter or via the school website. In the event of an actual Invacuation, it is strongly advised that any incident or development is communicated to parents/carers as soon as is practicable. It is obvious that parents/carers will be concerned but regular communication of accurate information will help to alleviate undue anxiety.

Parents/Carers should be given enough information about what will happen so that they:

- Are reassured that the academy understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety.
- Do not need to contact the school. Calling the school could tie up telephone lines that are needed for contacting emergency providers.
- Do not come to the school. They could interfere with emergency provider's access to the school and may even put themselves and others in danger.
- Wait for the school to contact them about when it is safe to collect their children, and where this will be from.

*The 'communication with parents/carers' part of the plan needs to reassure parents/carers that the academy understands their concern for their children's welfare and that everything that can possibly be done to ensure children's safety will be done. **However, it may also be prudent to reinforce the message '..the school is in a full Invacuation situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out...***

<b>Management and Control</b>	
<b>Responsibility</b>	<b>Nominated person</b>
Initial silent alert of potential incident – panic buttons / alerts	Any member of staff
Investigate initial silent alert.	Head of Invacuation. This is the Executive Principal. If not available; the Senior Deputy Principal, a Deputy Principal, Chief Financial Officer, Premises & Contracts Manager, or SLT .
If appropriate, instigate Invacuation. For full Invacuation this includes activation of PIPS and contact with Emergency Services	Head of Invacuation (Executive Principal). If not available; the Senior Deputy Principal, a Deputy Principal, Chief Financial Officer, Premises & Contracts Manager, or SLT .
Student control	SLT members, classroom teachers / support staff
Liaison with parents/carers (as soon as reasonably possible)	Executive Principal

<b>Signals</b>	
<b>Signal for Invacuation</b>	School PIPS – continuous tone.
<b>Signal for all-clear</b>	Tannoy announcement. If unavailable; email, telephones or mobile phones.

<b>Invacuation Locations</b>	
<b>Specified assembly room</b>	Classrooms & offices (if during lesson times).  Sports Hall (If outside lesson times)  Main Hall (If Sports Hall is the scene of the incident).
<b>Entrance points</b>	The Sports Hall has the following entrance points: <ul style="list-style-type: none"> <li>• Internal entrance accessed via the PE corridor</li> <li>• External fire doors</li> </ul> The Main Hall has the following entrance points: <ul style="list-style-type: none"> <li>• Corridor from 'The Street'</li> <li>• External fire doors</li> </ul>

<b>Communication arrangements</b>	<ul style="list-style-type: none"> <li>• PIPS</li> <li>• Tannoy</li> <li>• Phones / mobile phones</li> </ul>
<b>Notes</b>	

<b>Invacuation Procedure</b>				
<b>Step</b>	<b>Initial response</b>	<b>Check</b>	<b>Time</b>	<b>Signed</b>
1.	Contact each Emergency Service that the incident requires.			
2.	Ensure all students, staff, visitors are inside the specified assembly room(s).			
3.	Secure all entrance points to the specified assembly room(s).			
4.	<p>Ensure that staff members take action to increase protection from further danger:</p> <ul style="list-style-type: none"> <li>• Block access points – place door stop against door.</li> <li>• Move all room occupants away from vision panel in the door.</li> <li>• Keep out of sight and draw blinds to avoid detection.</li> <li>• Turn off lights.</li> <li>• Stay away from windows and doors.</li> <li>• Take register / head count.</li> </ul>			
5.	Ensure that everyone inside the specified assembly room are aware of an exit point in case an intruder manages to gain access or the assembly room becomes unsafe.			
6.	Check for missing or injured students, staff members and visitors, if it is safe to do so.			
7.	Remain inside the specified assembly room until the all clear signal has been given or unless told to evacuate by the Emergency Services.			

## 9.Continuity of Critical Activities

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The purpose of the continuity phase is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. Non-critical activities may need to be suspended. Strategies include: mutual emergency secondment agreements, flexible timetable/class sizes, pre-agreed emergency accommodation, community, and mirror servers, cloud back up, VLE/independent learning opportunities etc.

No.	SECONDARY SCHOOL	Strategy	Responsibility to implement	Actioned?
1.	Loss of Teachers	<ul style="list-style-type: none"> <li>• Cover staff absences internally (cover staff)</li> <li>• Source short term /long term agency staff</li> </ul>	Executive Principal/ SLT/ Cover Supervisor	<input type="checkbox"/>
2.	Loss of Education Support Assistants / Teaching Assistants	<ul style="list-style-type: none"> <li>• Deploy Learning Managers</li> <li>• Contact other Trust schools to seek support</li> <li>• Agency staff</li> <li>• </li> </ul>	Executive Principal/ SLT/ Cover Supervisor	<input type="checkbox"/>
3.	Loss of Chief Financial Officer	<ul style="list-style-type: none"> <li>• Seek support from the local academies</li> <li>• Agency cover</li> <li>• Seek support from the academy finance directors network</li> </ul>	CEO	<input type="checkbox"/>
4.	Loss of Premises Manager	<ul style="list-style-type: none"> <li>• Cover staff absences internally utilising the Premises Officer</li> <li>• Agency staff</li> </ul>	Chief Financial Officer	<input type="checkbox"/>

## 9.Continuity of Critical Activities

No.	SECONDARY SCHOOL	Strategy	Responsibility to implement	Actioned?
5.	Loss of trained First Aid Staff	<ul style="list-style-type: none"> <li>GSAS has a number of staff qualified in First Aid and it is unlikely that we would lose all internal expertise. However, if this unlikely event did happen, we would seek support from agency staff in the first instance.</li> </ul>	Premises & Contracts Manager	<input type="checkbox"/>
6.	Loss of key system / data	<ul style="list-style-type: none"> <li>Access back up provision.</li> </ul>	IT Network Manager	<input type="checkbox"/>
7.	Loss of accommodation – Fire Damage	<ul style="list-style-type: none"> <li>If loss was as a result of fire damage GSET would contact the ESFA's RPA contacts at Gallagher Bassett for advice and approach the Trust for support with regard to alternative accommodation.</li> </ul>	Chief Financial Officer	<input type="checkbox"/>
8.	Loss of accommodation – Electricity	<ul style="list-style-type: none"> <li>Communications with electricity supplier to identify extent of problem and timescales involved, this would inform the decision making process.</li> <li>Electrical failure would impact on the heating system as the boiler would be affected. Contingency plan, if the incident occurred during the heating season would be to hire portable gas heaters in the short term.</li> <li>If the problem was over 24 hours MAS would consider contacting partner schools locally to share accommodation to offer a limited education service offsite.</li> </ul>	CEO/Executive Principal	<input type="checkbox"/>



## 9.Continuity of Critical Activities

No.	SECONDARY SCHOOL	Strategy	Responsibility to implement	Actioned?
9.	Loss of accommodation – Gas	<ul style="list-style-type: none"> <li>• Communications with gas supplier to identify extent of problem and timescales involved, this would inform the decision making process.</li> <li>• Gas failure would impact on the heating system. Contingency plan, if the incident occurred during the heating season would be to use portable electric heaters in the short term.</li> <li>• If the problem was over 24 hours GSAS would consider contacting partner schools locally to share accommodation to offer a limited education service offsite.</li> </ul>	CEO/Executive Principal	<input type="checkbox"/>
		<ul style="list-style-type: none"> <li>• Communications with Thames Water to identify extent of problem and timescales involved, this would inform the decision making process.</li> <li>• If not re-instated within two hours the site would have to be closed to students as this would impact on sanitary provision and drinking water supplies.</li> <li>• If the problem was over 24 hours GSAS would consider contacting partner schools locally to share accommodation to offer a limited education service offsite.</li> </ul>	CEO/Executive Principal	<input type="checkbox"/>

## 9.Continuity of Critical Activities

No.	SECONDARY SCHOOL	Strategy	Responsibility to implement	Actioned?
11.	Electricity / Gas Failure in the Kitchen	<u>Planned Interruption</u> <ul style="list-style-type: none"> <li>• If the loss of power was going to be a planned issue affecting the kitchen TKS would provide students with a cold grab lunch which would fulfil the statutory obligations. SLT would consider whether this should be for just the FSM students or the entire cohort. If the interruption was planned it could be possible to give non-FSM adequate notice to bring in a packed lunch.</li> <li>• SLT may consider changing the school day if no hot meals could be provided for a period of over 2/3 days.</li> <li>• Unplanned Interruption</li> <li>• An unplanned interruption is a more likely scenario. The impact would be dependent on the timing of the failure and duration. Food preparation and cooking is undertaken throughout the morning so a limited service would be available. The catering provider has indicated that they would endeavour to provide supplies at short notice in an emergency situation.</li> <li>• Supplies are always on site to provide approx. 200 sandwiches. Worst case scenario would be buying stock from local supermarkets.</li> <li>• SLT may decide to bring the service time forward.</li> <li>• The Catering Team would have to manually process all orders as the biometrics wouldn't be working.</li> </ul>	CEO/Executive Principal	<input type="checkbox"/>

## 9.Continuity of Critical Activities

No.	SECONDARY SCHOOL	Strategy	Responsibility to implement	Actioned?
12.	Adverse Winter Weather	<ul style="list-style-type: none"> <li>• Activate the Premises Team adverse weather Risk Assessment and Action Plan.</li> <li>• Check pupil to staff ratios (pupil numbers may reduce)</li> <li>• Activate the School Winter Planning and Response Checklist is in place;</li> <li>• Activate the unplanned School closure procedures;</li> <li>• A Supported Learning during Closure framework is in place to support meeting the requirements of the DfE Guidance 'Supporting Learning if Schools Close for Extended Periods'.</li> <li>• There is always sufficient food in stock to offer a service for a couple of days in the event of suppliers not been able to access the premises. May have to be a limited service providing a lunch only but not breakfast and mid-morning break.</li> </ul>	Chief Financial Officer	<input type="checkbox"/>
13.	Flood resulting in extensive water damage	<ul style="list-style-type: none"> <li>• The Premises Team are tasked with monitoring the weather forecasts and pay attention to any severe weather warnings, they are all signed up to the MET office severe weather warnings.</li> <li>• Sandbags and supplies of sand are in place.</li> <li>• Drainage surveys undertaken and remedial works undertaken to ensure drainage is able to cope.</li> <li>• <b>Have purchased a pump and staff trained in how to use this in the event of a flood.</b></li> </ul>	Premises & Contracts Manager/ Executive Principal	<input type="checkbox"/>

## 9.Continuity of Critical Activities

No.	SECONDARY SCHOOL	Strategy	Responsibility to implement	Actioned?
		<ul style="list-style-type: none"> <li>• SLT to make a decision re closure of affected area(s)</li> <li>• Liaise with Trust schools re alternative accommodation if necessary in schools not affected by flood;</li> <li>• Evacuation Procedures if flood takes place during the school sessional times.</li> <li>• Ensure a speedy clean-up operation by in-house Cleaning Team.</li> </ul>		
14.	Evidence that asbestos has been disturbed	<ul style="list-style-type: none"> <li>• Mulberry Academy Shoreditch is asbestos free.</li> </ul>	Premises & Contracts Manager/Executive Principal	
15.	Outbreak of a Notifiable Disease (e.g. Legionella)	<ul style="list-style-type: none"> <li>• The school would be closed in line with regulations relating to the specific disease.</li> <li>• The cleaning contractor would carry out the deep clean procedures if it was safe to do so.</li> <li>• Outside agencies would be contacted to arrange a speedy clean-up operation in line with the appropriate regulations.</li> </ul>	Premises & Contracts Manager	

## 10.Recovery and Resumption

No.	CRITICAL FUNCTION	Maximum Tolerable Period of Disruption	Recovery Time Objective	Normal Service Level	Minimum Resource requirements for the critical activity			
					Staff	Data Systems	Premises	Equipment
1.	Ensure safe environment for Learning	0	Immediate	19 Members of staff qualified to different levels (either 3 or 1 day) in First Aid. One Safeguarding lead	<ul style="list-style-type: none"> <li>Qualified teachers</li> <li>First aiders</li> </ul>	Access to the Single Central Record (SCR) & MIS	Teaching space Safe, secure, private place for delivering first aid. Welfare facilities (toilets and drinking water) Utilities – Gas, electric and water Keys for access and knowledge of codes for intruder alarm	Fridge to store medication in and First Aid boxes. Laptop Mobile telephone ID Badges Loose furniture – chairs as bare minimum and possibly desks Educational Resources for learning such as Stationery.
2.	Deliver a timetable of education for KS3&KS4	KS4 - 2 days KS3 – 5 days		X no. Qualified Teacher Y no. Support staff Accomm – X teaching spaces, gym, Sports Hall, Library	6 per year group = 30 members of staff	Access to a manual copy of the students' details. MIS which can be access remotely.	Teaching spaces to accommodate 200 Students – this could be a combination of 7 classrooms or a smaller number of classrooms and making use of the library or hall. Welfare facilities.	Loose furniture – chairs as bare minimum and possibly desks Educational Resources for learning such as basic Stationery.

## 10.Recovery and Resumption

No.	CRITICAL FUNCTION	Maximum Tolerable Period of Disruption	Recovery Time Objective	Normal Service Level	Minimum Resource requirements for the critical activity			
					Staff	Data Systems	Premises	Equipment
				See separate inventory re Systems Equip			Utilities – Gas, electric and water.	
3.	The safe keeping of coursework including electronic documentation	N/A	Aligned to the Exam Board deadlines (mid May)	N/A	Exams / MIS Officer SLT link.	A back up of all marks for course work.	N/A	Data Storage.
4.	Provide staff & facilities to enable pupils to sit examinations	0  Determined by the Exam Board	N/A	Invigilators.  Support staff Hall Student support facilities (toilets and drinking water) Utilities Exam desks Chairs Stationery Clock	Exams / SIMs Officer Exam Invigilators x 3 SLT link.	Exam documents Seating Plan Attendance list	Hall Welfare facilities (toilets and drinking water) Utilities – Gas, electric and water	Exam desks Chairs Stationery Clock

## 10.Recovery and Resumption

No.	CRITICAL FUNCTION	Maximum Tolerable Period of Disruption	Recovery Time Objective	Normal Service Level	Minimum Resource requirements for the critical activity			
					Staff	Data Systems	Premises	Equipment
5.	Provision of suitable catering facilities & staff to enable delivery of school meals inc. FSM	1 – 2 hours for students with a FSM entitlement	1 – 2 days for nonFSM students	Members of staff including Catering Mgr = 301.25 hours per week. Kitchen, Dining Hall and machine & till. Steriliser sink. Tables & Chairs Freezers, Fryers Steamers, Ovens, Mixer Fridges,	X Catering Staff	MIS Parentpay Live Register Details of children with specialist requirements such as an allergy	Kitchen Dining Hall or AN Other space of similar size	Boiler Oven Steriliser/sink and a till.

## 10.Recovery and Resumption

No.	CRITICAL FUNCTION	Maximum Tolerable Period of Disruption	Recovery Time Objective	Normal Service Level	Minimum Resource requirements for the critical activity			
					Staff	Data Systems	Premises	Equipment
6.	Access to Systems and Records to enable the establishment to run effectively	2	1 week	X no. Qualified Teacher 108 no. Support staff Accomm – Y teaching spaces, gym, Sports Hall, Library See separate inventory re Systems Equip	6 per year group = 30 members of staff including 1 member of the SLT and 1 member of the Facilities Team	Access to a manual copy of the students details. SIMs which can be access remotely. Tucasi PSF	Teaching spaces to accommodate 200 students – this could be a combination of 7 classrooms or a smaller number of classrooms and making use of the library or hall. Welfare facilities. Utilities – Gas, electric and water.	Loose furniture – chairs as bare minimum and possibly desks. Laptop Educational Resources for learning such as basic Stationery.
7.	Provision of suitable numbers of cleaners to carry out general cleaning	1 – 2 days	1	12 cleaners	4	<ul style="list-style-type: none"> <li>➤ COSHH</li> <li>➤ Telephone</li> <li>➤ Instruction Manuals and Procedures</li> <li>➤ Cleaning schedules</li> </ul>	Cleaners Store that houses equipment and cleaning products. Welfare facilities. Utilities – Gas, electric and water.	Cleaning equipment and materials. <ul style="list-style-type: none"> <li>➤ Hoover;</li> <li>➤ Buffer;</li> <li>➤ Mops;</li> <li>➤ Buckets;</li> <li>➤ Cleaning products;</li> <li>➤ Bin liners;</li> <li>➤ Dusters;</li> <li>➤ Disinfectant.</li> </ul>



## A. Activity Log

1

No.	Action	Details	Responsibility	Actioned?
1.	Agree and plan the actions required to enable recovery of normal school operations.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.		<input type="checkbox"/>
2.	Respond to any ongoing and long-term support needs of staff members and pupils.	Depending on the nature of the incident, the incident management team may need to consider the use of counselling services.		<input type="checkbox"/>
3.	Once recovery actions are complete, communicate the return to normal school operations.	Ensure all staff members are aware that the Critical Incident Plan is no longer in effect. This will be communicated via email.		<input type="checkbox"/>
4.	Debrief staff members (possibly with pupils) about the incident.			<input type="checkbox"/>
5.	Complete a report to document opportunities for improvement and any lessons identified.	<ul style="list-style-type: none"><li>The incident report should be reviewed by all members of the incident management team.</li><li>Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.</li></ul>		<input type="checkbox"/>
6.	Review this continuity plan in light of lessons learnt from the incident and the response to it.	<ul style="list-style-type: none"><li>Implement recommendations for improvement and update this plan.</li><li>Ensure any revised versions of the plan are read by all members of the business continuity team.</li></ul>		<input type="checkbox"/>

[illegible]

<b>Completed by:</b>		<b>Incident</b>	
<b>Date</b>		<b>Time</b>	

[illegible]

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## D. Emergency Box Contents

Section	Details	Checklist
Business continuity	Critical Incident Plan	<input type="checkbox"/>
	Log Book	<input type="checkbox"/>
Pupils	Encrypted memory stick with user name and passwords for VLE/Parent messaging service/key contacts	<input type="checkbox"/>
	List of Children with medical needs and contact details	<input type="checkbox"/>
Staff	Staff List + contact details	<input type="checkbox"/>
	Staff emergency contact details	<input type="checkbox"/>
Equipment	Laptop with wireless connection	<input type="checkbox"/>
	Internet Connectivity	<input type="checkbox"/>
	Pre-paid pay as you go mobile phone and battery powered charger	<input type="checkbox"/>
	Radio + charged batteries	<input type="checkbox"/>
	Torch + charged batteries	<input type="checkbox"/>
	Emergency shelter	<input type="checkbox"/>
	Disposable camera with film	<input type="checkbox"/>
	Data restoration routine	<input type="checkbox"/>
Other items	First aid box	<input type="checkbox"/>
	A-Z map	<input type="checkbox"/>
	Stationery	<input type="checkbox"/>
	Hazard barrier tape	<input type="checkbox"/>
	Emergency cash, cheque book or credit card	<input type="checkbox"/>
	Contact details for taxi/transport providers	<input type="checkbox"/>
	School floor plans	<input type="checkbox"/>
	Whistle/megaphones	<input type="checkbox"/>
	High visibility jacket	<input type="checkbox"/>

# Document History

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VERSION CONTROL

VERSION	DATE
MAS	

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