**APPENIDX A**

**ACADEMY LOGO**

**EXAMPLE TRUST GUIDANCE & POLICY**

**School Emergency Management and Business Continuity Plan (SEMBCP)**

You must ensure that any plan derived from the guidance in this model plan reflects your establishment’s specific requirements

1. **Introduction** 
   1. This policy sets out the Trust’s policy for planning and responding major incidents which affect the continuity of the academy’s business and the safety of its staff, pupils and others.
   2. It is not possible, or desirable, to write a plan for every possible disruption. No matter what the *cause* of the incident, the *effect* can generally be summarised as:

• An inability to carry out daily and/or critical activities

• Loss of life or serious injury to Academy staff and students/pupils or members of the public

• Loss of building, or part of building or access to the building

• Loss of ICT

• Loss/shortage of staff

• Loss of critical supplier or partner

• Adverse publicity and/or reputational impacts

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

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

**In-school:**

• the death of a pupil or member of staff through natural causes, such as illness;

• a traffic accident involving a pupil or staff member;

• a deliberate act of violence, such as a knifing or the use of a firearm;

• a school fire or flood;

• allegations or actual incidents of abuse against pupils by staff and staff against pupils;

• an arson or other attack on the school.

**Out-of-school:**

* deaths or injuries on school journeys, trips or residential trips;
* tragedies involving children from many schools at public events such as football matches;
* civil disturbances;
* refugee children joining a school, uprooted from their countries and perhaps shocked by wars or atrocities;
* abductions / disappearances;
* Incidents involving the murder of school children that attract the attention of national and international media over prolonged periods;
* a civil disturbance or terrorism;
* a disaster in the community;
* a transport accident involving school members.

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

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

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

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

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

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

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

1. **Planning for and Managing Emergencies or Critical Incidents**

2.1. Each academy will carry out an Assessment of Critical Activities (see Annex 1) to identify key risks to its operation and the safety of its pupils, staff and others. This assessment will be led by the Principal and will inform the local emergency and business continuity planning.

2.2. Each academy will maintain its own Emergency Management Instructions; including emergency contact details and the action plan.

2.3. This plan will be activated in the event of a critical incident or an emergency i.e. when an incident occurs that impacts on the delivery of our critical activities or the safety and well-being of our pupils, staff and others; and when normal responses, procedures and coping strategies are deemed insufficient to deal with the effects.

**ICT Disaster Recovery**

3.1. The Business Manager and ICT Manager in each academy will be responsible for establishing an ICT Disaster Recovery Plan in line with the academy’s Assessment of Critical Activities.

3.2. This plan will identify actions to take in the event of loss of ICT hardware, software, infrastructure or connectivity; or the loss of key ICT related staff.

<INSERT SCHOOL NAME AND LOGO HERE>

**School Emergency Management and Business Continuity Plan (SEMBCP)**

You must ensure that any plan derived from the Trust guidance in this model plan reflects your establishment’s specific requirements

|  |  |
| --- | --- |
| **School Address** |  |
| **School Contact Number** |  |

|  |  |  |
| --- | --- | --- |
| **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 |  | |
| **Plan Distribution** | | |
| **Name** | **Role** | **Issue Date** |
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***This plan is protected and confidential. Do not give any contact details or sensitive information to the media, pupils, parents/carers or members of the public, GDPR guidelines apply to all information.***

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**SECTION 1 – INTRODUCTION**

**1.1 Aims and Objectives**

To provide a flexible response to an emergency or disruptive incident so that [insert name of School] can:

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

**1.2 Scope of the Plan**

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

* within the school during the school day,
* to the school outside of school hours,
* on school trips and journeys,
* to pupils on the way to or from school,
* from events immediately outside the school gates,
* from events that adversely affect an area wider that the school itself.

**1.3 Guiding Principles**

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

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

**SECTION 2 – ACTIVATION TRIGGERS AND INITIAL ACTION**

**SECTION 3 – CONTACT DETAILS**

|  |  |  |  |
| --- | --- | --- | --- |
| **3.1 School Emergency Management Team** | | | |
| **Name & Title** | **24hr Telephone Contact** | **Email** | **Address** |
| *Chief Executive Officer* |  |  |  |
| *Chief Finance & Operations Director* |  |  |  |
| *Headteacher/Head of School* |  |  |  |
| *Deputy Headteacher* |  |  |  |
| *Business Manager/Office Manager/Secretary* |  |  |  |
| *Site Manager/Caretaker* |  |  |  |
| *Chair of Local Governing Body* |  |  |  |
| *Other* |  |  |  |
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| **3.2 Local Authority & other Key stakeholders** | | | |
| **Name & Title** | **24hr Telephone Contact** | **Email** | **Address** |
| Director of Children’s Services |  |  |  |
| ESFA |  |  |  |
| Trust Solicitors |  |  |  |
| Trust Insurance ESFA RPA scheme |  | **Emergency contact:** [**rpa@topmarkcms.com**](mailto:rpa@topmarkcms.com) |  |
| Health & Safety Consultants |  |  |  |
| Health & Safety Executive (HSE fax no) |  |  |  |
| Local Police |  |  |  |
| Local Fire Service |  |  |  |
| Other |  |  |  |

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| **3.3 Stakeholders and Extended Services** | | | |
| **Name & Title** | **24hr Telephone Contact** | **Email** | **Address** |
| Department for Education | **0370 0002288** |  |  |
| Foreign & Commonwealth Office | **020 70081500 (24hr)** |  |  |
| Environment Agency | **Floodline**  **0845 9881188 (24 hr)** |  |  |
| Met Office | **0870 9000100 (24 hr)** |  |  |
| Local Media |  |  |  |
| External Staff welfare & Support | **08000 562561** | **Education Support Helpline**  **support@edsupport.org.uk** |  |
| Other |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **3.4 Other Key School Staff** | | | |
| **Name & Title** | **24hr Telephone Contact** | **Email** | **Address** |
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| **3.5 Other Organisations** | | | |
| **Name & Title** | **24hr Telephone Contact** | **Email** | **Address** |
| Suppliers (ICT) |  |  |  |
| Suppliers (Transport) |  |  |  |
| Suppliers (Catering) |  |  |  |
| Suppliers (Cleaning) |  |  |  |
| Suppliers (Agency staff) |  |  |  |
| Utilities Suppliers |  |  |  |
| Trade Unions |  |  |  |
| Others |  |  |  |

**SECTION 4 – TRUST SUPPORT NETWORK**

In the event of a school related emergency the proposed arrangement with the Trust is:

**Incident Occurs**

Headteacher is notified and School Emergency Management and Business Continuity plan is triggered

**Access the Trust Support Network**

Head calls the CEO xxxxxxxx

**Trust Support Network will inform**

* Chair of the Board of Trustees
* Other Heads
* Local Authority
* Press
* ESFA RPA Insurers
* ESFA
* H&S and Property Consultants YMD Boons

**Trust Support Network will standby or deploy SUPPORT TEAM OFFICERS**

TSTO attends site to:

* Assist/advise Head
* Determine support needs
* Take action accordingly

**If you cannot contact the Trust lead staff:**

Call CFO/COO xxxxxxxx

Head:

* Nominates on-site

Co-ordinator

* Identifies on-site facilities
* Mobilises on-site team

(if appropriate)

* Informs Chair of Local Governing Body

**SECTION 5 – ROLES AND RESPONSIBILITIES**

The following checklist is provided to assist the School Emergency Management Team to carry out their roles and responsibilities once the SEMBCP has been activated. These checklists are a general guide, further actions may be required that are specific to the incident as it occurs.

**4.1 Heads/HOS**

|  |  |  |
| --- | --- | --- |
| **Action** | **Completed by** | **Time** |
| Activate the School Emergency Management Team (SEMT). |  |  |
| Commence a log of all action and decisions (see Appendix 1). |  |  |
| Ensure safety/welfare of pupils and all adults in the care of the school. |  |  |
| Identify any vulnerable pupils or adults needing specific support. |  |  |
| Activate the Trust Support Network. |  |  |
| Decide whether to keep pupils in classrooms and safe areas or consider evacuation (see Appendix 3). |  |  |
| Consider activating school closure arrangements. |  |  |
| Ensure that the SEMT are effectively carrying out their designated roles and responsibilities. |  |  |
| Ensure that the school emergency grab bag has been collected. |  |  |
| Liaise with the emergency services. |  |  |
| Keep staff informed of the situation. |  |  |
| Ensure Chair of the Local Governing Body is kept informed of the situation and the response arrangements. |  |  |
| Prepare information and advice to parents. |  |  |
| Call meetings of the SEMT as required and ensure that the SEMT and Trust receive regular situation updates. |  |  |
| Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions. |  |  |

**4.2 Deputy Headteacher/SLT**

|  |  |  |
| --- | --- | --- |
| **Action** | **Completed by** | **Time** |
| In the absence of the Head adopt their roles and responsibilities. |  |  |
| Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT. |  |  |
| Obtain as much information as possible from the Head about the situation. |  |  |
| Commence a log of all action and decisions. |  |  |
| Lead arrangements to ensure safety/welfare of pupils and all adults in the care of the school. |  |  |
| Lead and direct all school staff to support decisions taken by the Headteacher. |  |  |
| Seek advice from the Head on whether to keep pupils in classrooms and safe areas or consider evacuation. |  |  |
| If directed by the Head – make arrangements for the evacuation of the school to designated evacuation points or back up location. |  |  |
| If directed by the Head – make arrangements to activate closure arrangements. |  |  |
| Keep staff informed. |  |  |
| Assist the Head in providing consistent advice/information to parents. |  |  |
| Attend meetings of the SEMT as required, and ensure that you receive regular situation updates. |  |  |
| Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions. |  |  |

**4.3 Business/Office Manager**

|  |  |  |
| --- | --- | --- |
| **Action** | **Completed by** | **Time** |
| Obtain as much information as possible from the Headteacher and/or Deputy Headteacher about the situation. |  |  |
| Commence a log of all actions and decisions. |  |  |
| Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT. |  |  |
| Support the Head and/or Deputy Head in contacting all members of the SEMT and request they carry out their roles and responsibilities as described in the SEMBCP. |  |  |
| Advise the Head and/or Deputy Head if any member of the SEMT is unavailable and cannot carry out their roles and responsibilities. |  |  |
| Ensure copies of the SEMBCP are available for the SEMT. |  |  |
| Ensure that pupil records and registers are available. |  |  |
| Ensure that pupil medical records are available. |  |  |
| Highlight to SEMT any pupils that may need specific support. |  |  |
| Ensure that parental/carer records and contact numbers are available. |  |  |
| Ensure that staff records and contact details are available. |  |  |
| Ensure that the visitor and pupil signing in/out book is available. |  |  |
| Lead the office staff in assisting the SEMT with information needs and the emergency response. |  |  |
| Assist the Head and/or Deputy Head in providing consistent advice/information to parents. |  |  |
| Where possible cancel any planned visitors to the school. |  |  |
| Advise service providers of the interruption to the normal arrangement for provision of goods/services to the school (catering/transport etc). |  |  |
| Attend meetings of the SEMT as required, and ensure that you receive regular situation updates. |  |  |
| Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions. |  |  |

**4.4 Site Manager/ICT Team/Estates Team**

|  |  |  |
| --- | --- | --- |
| **Action** | **Completed by** | **Time** |
| Obtain as much information as possible from the Business/office manager about the situation. |  |  |
| Commence a log of all actions and decisions. |  |  |
| Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT. |  |  |
| Ensure that emergency services are able to access the incident quickly and without obstruction. |  |  |
| Ensure all building and gate keys are available. |  |  |
| If required   * Immobilise the gas supply, electricity or water supply (see Appendix 2). |  |  |
| If required assist with evacuation. |  |  |
| Where possible assist with ensuring the security of the school site. |  |  |
| Attend meetings of the SEMT as required, and ensure that you receive regular situation updates. |  |  |
| Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions. |  |  |

**4.5 Chair of Local Governing Body**

|  |  |  |
| --- | --- | --- |
| **Action** | **Completed by** | **Time** |
| Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT. |  |  |
| Obtain as much information as possible from the Head and/or Deputy Head about the situation. |  |  |
| Commence log of all actions and decisions. |  |  |
| Assist the Head and/or Deputy Head in providing consistent advice/information to parents. |  |  |
| Attend meetings of the SEMT as required, and ensure that you receive regular situation updates. |  |  |
| Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions. |  |  |

**SECTION 6 – BUSINESS CONTINUITY**

**6.1 Purpose of the Business Continuity Phase**

The purpose of the business continuity phase of your response is to ensure that critical functions are resumed as quickly as possible and/or continue to be delivered during any disruption. This may involve activating one or more of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some ‘non critical’ functions may need to be suspended at this time.

* 1. **Critical Function Analysis and Recovery Resources**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Function Details** | | | | | **Resource Requirements** | | | | |
|  | **Critical Function** | **MTPD** | **RTO** | **Minimum Service Level** | **Staff** | **Data/**  **Systems** | **Premises** | **Equipment** | **3rd Party Dependencies** |
| *1* | *Deliver a timetable of education for Year 7* | *7 days* | *1 day* | *1 member of qualified staff per? pupils with key resources* | *1 member of staff qualified to? Standard per? pupils* | *N/A* | *Heated room with access to water and toilet facilities* | *Tables / chairs / learning resources* | *N/A* |
| *2* | *Maintain Attendance Records* | *7 Days* | *1 day* | *Maintain records on cloud based system* | *1 trained member of staff* | *N/A* | *N/A* | *Laptop* | *N/A* |
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* + 1. **Strategies for Continuity of Services**

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| --- | --- | --- |
|  | **Arrangements to manage a loss or shortage of Staff or skills**  ***Please add/amend/delete as appropriate*** | **Further Information**  (e.g. Key contacts, details of arrangements, checklists) |
|  | Use of temporary staff e.g. Supply Teachers, Office Staff etc. |  |
|  | Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave. |  |
|  | Using different ways of working to allow for reduced workforce, this may include:   * Larger class sizes. * Use of Teaching Assistants, Student Teachers, Learning Mentors etc. * Virtual Learning Environment opportunities. * Pre-prepared educational materials that allow for independent learning. * Team activities and sports to accommodate larger numbers of pupils at once. |  |
|  | Using mutual support agreements with other Schools: emergency secondments. |  |
|  | Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc. |  |
| **f.** | As a last resort, providing a child-minding (rather than educational) service using the above volunteers and remaining staff (to less impact on local and wider economy). |  |
|  | **Arrangements to manage loss of technology / communication / data / power**  ***Please add/amend/delete as appropriate*** | **Further Information**  (e.g. Key contacts, details of arrangements, checklists) |
|  | Back–ups of key school data e.g. CD or Memory Stick back–ups, photocopies stored on and off site, mirrored servers etc. |  |
|  | Reverting to paper-based systems e.g. paper registers, whiteboards etc. |  |
|  | Flexible lesson plans. |  |
|  | Emergency generator e.g. Uninterruptible Power Supply (UPS). |  |
|  | Contact the utility company responsible or appropriate repair contractor. |  |
|  | Emergency lighting. |  |
|  | **Arrangements to manage denial of access to your premises or loss of utilities**  ***Please add/amend/delete as appropriate*** | **Further Information**  (e.g. Key contacts, details of arrangements, checklists) |
|  | Using mutual support agreements with other Schools. |  |
|  | Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises. |  |
|  | Virtual Learning Environment opportunities. |  |
|  | Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio. |  |
|  | Off-site activities e.g. swimming, physical activities, school trips. |  |
| **f.** | Stagger lessons across break times and lunch to maximise use of available space, and extend the school day to expand the time available in classrooms. |  |
|  | **Arrangements to mitigate the loss of key suppliers, third parties or partners**  ***Please add/amend/delete as appropriate*** | **Further Information**  (e.g. Key contacts, details of arrangements, checklists) |
|  | Pre-identified alternative suppliers. |  |
|  | Ensuring all external providers have business continuity plans in place as part of contract terms. |  |
|  | Insurance cover. |  |
|  | Using mutual support agreements with other schools. |  |

**SECTION 7 – RECOVERY AND RESUMPTION**

**7.1 Purpose of the Recovery and Resumption Phase**

The purpose of the recovery and resumption phase is to resume ‘business as usual’ working practises for the school as quickly as possible. Where the impact of the incident is prolonged, ‘normal’ operations may need to be delivered under new circumstances e.g. from a different location.

**7.2 Recovery and Resumption Actions**

|  | **ACTION** | **FUTHER INFO/DETAILS** | **ACTIONED? *(tick/cross as appropriate)*** |
| --- | --- | --- | --- |
|  | Agree and plan the actions required to enable recovery and resumption of normal working practises. | Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated. |  |
|  | Respond to any ongoing and long term support needs of staff and pupils. | Depending on the nature of the incident, the School Emergency Management Team may need to consider the use of Counselling Services. |  |
|  | Once recovery and resumption actions are complete, communicate the return to ‘business as usual’. | Ensure all staff are aware that the SEMBCP is no longer in effect.  [Insert how this will be done e.g. website/telephone etc. Consider who needs to know that normal working practises have been resumed e.g. Parents/Carers, Local Authority etc] |  |
|  | Carry out a ‘debrief’ of the incident with staff (and possibly with pupils).  Complete a report to document opportunities for improvement and any lessons learnt. | The incident de-brief report should be reviewed by all members of the School Emergency Management Team to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school. |  |
|  | Review this SEMBCP in light of lessons learnt from incident and the response to it. | Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan are read by all members of the SEMT. |  |

**APPENDIX 1. SAMPLE LOG SHEET**

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| **Date** | **Time** | **Action** | **Initials** |
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|  |  |  |  |

**APPENDIX 1. contin – NOTIFICATION & LOGGING OF INCIDENTS**

|  |  |
| --- | --- |
| **Name of Informant** |  |
| **Contact Details of Informant** |  |
| **Date & Time of Call** |  |
| **Date & Time of Incident** |  |
| **Exact Location of Incident** |  |
| **Details of Incident** |  |
| **People affected (including names, injuries, where they are, where they are being taken to)** |  |
| **Arrangements in Place for people not directly involved in the incident?** |  |
| **What emergency services are involved and what advice has been given** |  |
| **Who has been informed** |  |
| **Are any other actions required?** |  |

**Log-Keeping Guidelines**

• Notes should be clear, intelligible and accurate.

• Include factual information recorded in chorological order

• Use plain and concise language.

• Keep records of any expenditure.

• Do not remove any pages.

• Do not use correction fluid or try to overwrite, cross out in a single line

**APPENDIX 2 - SITE INFORMATION**

|  |  |  |
| --- | --- | --- |
| **Utility Supplies** | **Location** | **Notes/instructions** |
| Gas |  |  |
| Water |  |  |
| Electricity |  |  |
| Heating |  |  |

|  |  |  |
| --- | --- | --- |
| **Internal Hazards** | **Location** | **Notes/instructions** |
| Asbestos |  |  |
| Chemical Store (s) |  |  |

|  |  |  |
| --- | --- | --- |
| **Pre-designated areas** | **Location** | **Notes/instructions** |
| SEMT briefing area |  |  |
| Media briefing area |  |  |

**APPENDIX 3 - 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).

|  |  |
| --- | --- |
| **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 |  |
| Est. travel time (walking, with pupils) |  |
| Est. travel time (by coach, with pupils) |  |
| Capacity (inc. sleeping) |  |
| Facilities / resources |  |
| Notes |  |

|  |  |
| --- | --- |
| **School Closure** |  |
| Email |  |
| Password |  |

**APPENDIX 4 – REST CENTRE**

[insert name of School]is a designated rest centre.

**Activation arrangements**

**Key Holders – Contact Details**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name & Title** | **24hr Telephone Contact** | **Email** | **Address** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Appendix 5 – EMERGENCY CLOSURE CHAIN**

**INSERT DETAILS HERE**

**Appendix 6 – REMOTE LEARNING PLAN**

**INSERT DETAILS HERE**

**Appendix 7- Incident Impact Analysis Matrix**

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

Below are some guidelines as to the impact levels

|  |  |
| --- | --- |
| Category | Descriptor |
| Insignificant | There is not thought to be any detrimental impacts that would warrant the implementation of a BCP |
| Minor | There is thought to be some detrimental impact on the provision of service but not significant enough to warrant implementation of SEMBCP |
| Moderate | There is thought to be some impact on some areas. This may require the implementation of BCP if the impact is considered to affect critical areas such as education or child well-being |
| Significant | A significant impact in a number of areas that warrants the implementation of the SEMBCP |
| Very Significant | The impact is severe with major detrimental impact on education, stakeholders and extended services. There are also major compliance issues and damage to the reputation of establishment, Children’s Services and Council. Immediate implementation of BCP |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Prepared By: | **Incident Date and description:** | | | | | **Comments:** |
| CRITICAL Academy Activity | **Insignificant** | **Minor** | **Moderate** | **Significant** | **Very significant** |  |
| Education |  |  |  |  |  |  |
| Child welfare/well-being /Safeguarding |  |  |  |  |  |  |
| Parents/Guardians |  |  |  |  |  |  |
| Statutory Compliance |  |  |  |  |  |  |
| Reputation |  |  |  |  |  |  |
| Extended Services |  |  |  |  |  |  |
| Staff/ Well-being support |  |  |  |  |  |  |
| Access to ICT |  |  |  |  |  |  |

**NB - this assessment should be carried out taking account of individual local risk assessments of academy activities (see the Trust**

**Health and Safety Policy for further guidance)**