



Little Hill Primary School

Business Continuity Plan

2026-27

This document is intended to enhance the OWLS Academy Trust Critical Incidents Policy, by setting out detailed local arrangements and guidance for swift implementation should the need arise.



Introduction and Purpose of Plan

All schools are exposed to a large number of events, or critical incidents, which have the potential to cause major disruption to their services. Although such events are rare, it is important that we have in place plans to help us manage and recover from these situations should they arise. Not only is this good practice, it is also considered essential for an organisation responsible for delivering high quality education to the community.

A critical incident can be a physical incident or psychological trauma that has a severe impact and likely long-term effect on pupils, staff or parents or on the operation of the school itself. Past experience has identified some potential threats that have caused disruption to education services, including flooding and storm damage, fire, civil unrest, and outbreaks of animal disease in rural areas. One of the problems in planning for a critical incident is that it is impossible to predict what that incident might be or when it might happen.

In developing these plans, we need to be mindful of any particular vulnerabilities or risks to which our school is exposed, and ensure that we address both the management of the immediate crisis and the longer-term recovery process, factoring in personal support, crisis intervention and a whole range of practical assistance.

Rather than developing many plans to deal with every foreseeable eventuality, our plan is structured around the concept of failure or loss of access to the key resources we need to provide our services.

This means that irrespective of the cause, our plan focuses upon the loss of data, IT and communication systems, teaching spaces and equipment, office workspaces and facilities, and our human resources. In this way, regardless of whether the adverse event is a major fire, a bomb, or a flu epidemic, we have plans in place to effectively manage the loss of the affected resource.

The objectives of the plan are to ensure that, should an adverse event occur:

- We continue to protect the health, safety and wellbeing of our staff, students and users of our facilities;
- We continue to provide critical services to our students;
- We achieve full, effective and efficient restoration of all services;
- We communicate in a clear and timely manner to all our stakeholders;
- We protect and enhance the reputation of our school.

This plan does not provide a definitive list of all actions needed to be taken during an adverse event affecting our continuity, however, by producing, maintaining, and testing the plan, we will be more prepared, and will enhance our own capabilities in order to protect the school, our students and stakeholders, and recover in a more efficient and effective manner.

The Critical Incidents Policy and Business Continuity Plan (BCP) are maintained through the full support and endorsement of the Governors.



When and How to Initiate the BCP

What Constitutes a Serious Adverse Event?

A serious adverse event is any event that results in the failure or loss of a key resource and which maintains the potential to cause total loss or severe disruption to the work activity of a section or whole of the school for more than 2 working days.

Note 1: It may not be apparent at first, how long the serious adverse event or loss of resource will endure. If in doubt, the Critical Incident Team will decide, based on the information available, on the extent to which the BCP needs to be activated.

Note 2: Although the full BCP may not need to be activated, the plan may still help to reduce the disruption to work activities that may be caused by any number of more minor events.

Recovery Objectives and Priorities

The recovery objectives and priorities of this plan are based upon the nature of our business and have been developed in direct accordance with the results of a service impact analysis. The service impact analysis was conducted to provide a specific insight into the criticality of the different components of the school, and to ensure that our response to an adverse event which may affect continuity is efficient, effective and is focused entirely in accordance with the needs of the school, its students and our stakeholders.

In the event of the need to invoke the service continuity plan, our recovery strategy will generally be based upon the following priorities:

- | | |
|------------|--|
| Primary: | Information Technology and Communications
Teaching activities and classroom accommodation |
| Secondary: | Finance and Account Management, Human Resources
Caretaking and Maintenance
Catering |
| Tertiary: | Trips and visits, access to shared facilities e.g. sports.
Venue hire to community users |

The priority of some areas may be variable depending upon which part of a curriculum cycle an event occurs in (e.g. accommodation is most critical during term time).

Recovery is based upon:

- A 48 hour (short-term) Critical Incident Plan designed to recover the most critical processes, to temporarily close the school, or to provide alternative temporary accommodation; and
- A 10-day Disaster Recovery or Temporary Accommodation Plan, which will be invoked on completion of the 48-hour plan to recover all other processes.

Plan Initiation – Serious Adverse Events Occurring during Normal Working Hours

The first consideration should be to the welfare of our staff, students and visitors. Existing emergency response and evacuation procedures should be followed for any event requiring building evacuation or invacuation signalled by an alarm or on instruction by the emergency services.

- | | | |
|-------------|---|--|
| Evacuation | - | continuous ringing of the fire alarm |
| Invacuation | - | A message to be delivered via our intercom system: “Hello, please can you continue your learning (securely) inside. Thank you.” (This will be repeated twice) |

For other types of critical incident, the person becoming aware of the situation should report their concerns immediately to the Head Teacher or their nominated deputy.

If the information available indicates that the incident might constitute a serious event resulting in severe disruption of service, then the Head Teacher or deputy should immediately assemble as many members of the Critical Incident Team as possible and commence the Incident Management Phase of this plan (see below).

A critical service analysis (see appendix G) will be prepared by the School Office Manager to indicate which resources, assets etc. must be maintained or recovered and the timescales for this to allow the service continuity plan to function. This will be maintained and regularly updated by the School Office Manager.

Plan Initiation – Serious Adverse Events Arising Outside of Normal Working Hours

If the serious adverse event arises outside of normal working hours then it may be discovered by the first employee arriving on site. In these situations, the employee should immediately notify the Head Teacher or Deputy Head Teacher. If neither are available, then another permanent member of the Critical Incident Team should be notified.

Serious adverse events which occur outside of normal working hours may also be notified to the Site Manager who should be instructed to contact the Head Teacher, Deputy Head Teacher, Chair of Governors or Crisis Line.

Once notified, if the information available indicates that the serious adverse event might result in the failure or loss of a key resource and which will cause total loss or severe disruption to the work activity of a section or division of the school, then the section Manager or deputy should contact a member of the Critical Incident Team (see below).

Incident Log

A log recording the sequence of events, with times and records of actions taken must be maintained throughout the management process.

Testing and Maintenance of the Plan

Key components of the plan should be tested on an annual basis, or sooner if significant changes to the school, or its services are made. These tests will range from undertaking simple desk top scenario-based exercises through to more complex simulations involving non-notice activation of the plan.

Records of all tests will be maintained, and the results of the tests routinely analysed and used to make improvements to the plan.

Recording of Adverse Events

All adverse events which result in, or create the potential for, **significant** disruption to service for a period of more than 0.5 days will be recorded. All events will be investigated and analysed, and used to improve the robustness of the organisation and its response to such incidents where possible.



Critical Incident Team (CIT)

Role of the CIT

The role of the CIT is to minimise the impact of the serious adverse event on people, the environment, and the activities of the school. They are responsible for assessing the potential impact of the event, and for directing the implementation of the service continuity plan. Decisions will be made by the team regarding the level to which the plan needs to be implemented depending on the nature and scale of the event.

Membership of the CIT

Permanent members of the CIT will be:

Sam Williams	Head Teacher
Dean Hayward	Chair of Governors
Gary Trzcinski	Deputy Head Teacher
Fiona Gavagan	Assistant Head Teacher
Elaine Warner	Business Manager/Office Manager

Depending on the type and nature of the incident, other members of staff may be co-opted to the team as necessary, or may be required to provide advice to the CIT. Not exclusively, this may include:

Ryver Scott	Premises Officer
Louise Preston	Administration
ITIC Technician	Information Technology

Contact details for the individuals listed above are contained in Appendix A.

Formation of the CIT

The CIT will convene at an agreed location at the earliest opportunity. As a benchmark, this should be within 2 hours of the original notification being received.

Those members who are unable to attend in person will phone in (if possible)

The CIT meeting location may be influenced by the location and type of adverse event which has occurred. Although not limited to the following, the CIT may be convened at one of the locations detailed below:

The Head Teacher's Office, Little Hill Primary School

Thythorn Field Primary School, Bideford Close, Wigston, LE18 2QU: 0116 288 9040



Roles and Responsibilities

ROLE	Details of RESPONSIBILITIES	Accountability / Authority
Head Teacher	• Senior responsible owner of Business Continuity Management in the school. • Ensuring the school has capacity within its structure to respond to incidents. • Determining the school's overall response and recovery strategy. • Ensuring continuity arrangements and strategies are developed (e.g. alternative relocation site, use of temporary staff, etc). • Involving the school community in the planning process as appropriate. • Plan testing and exercise. • Conducting "debriefs" following an incident, test or exercise, to identify lessons and ways in which the plan can be improved. • Training staff within the school on Business Continuity. • Embedding a culture of resilience within the school, involving stakeholders as required.	The Head Teacher has overall responsibility for day-to-day management of the school, including being lead decision-maker in times of crisis.
Critical Incident Team (including Head Teacher)	• Leading the school's initial and ongoing response to an incident. • Declaring that an "incident" is taking place. • Activating the BCP. • Notifying relevant stakeholders of the incident, plan activation and ongoing response actions. • Providing direction and leadership for the whole school community. • Undertaking response and communication actions as agreed in the plan. • Prioritising the recovery of key activities disrupted by the incident. • Managing resource deployment. • Welfare of pupils. • Staff welfare and employment issues.	The CIT has the delegated authority to authorise all decisions and actions required to respond and recover from the incident

Depending on the circumstances of the incident it may be necessary to activate one or all of the following roles:

ROLE	Details of RESPONSIBILITIES	Accountability / Authority
Incident Manager	• Overall responsibility for managing the incident and the CIT • Allocates roles to members of the CIT • Allocates tasks to other staff as appropriate	
Record Keeper	□ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately.	Reporting directly to the Head teacher or CIT.

ROLE	Details of RESPONSIBILITIES	Accountability / Authority
Media Co-ordinator	• Collating information about the incident for dissemination in Press Statements. • Ensuring all press releases are approved by the CIT.	The Media Co-ordinator should be a member of the CIT.
Stakeholder Liaison	□ Co-ordinating communication with key stakeholders as necessary. This includes, but is not restricted to: - Governors - Parents / carers - Catering provider - External agencies (e.g. emergency services, HSE, etc)	Communication activities must be agreed by the CIT. Information sharing should be approved by the Head Teacher or CIT
Site Manager	• Undertaking duties as necessary to ensure site security and safety in an incident. • Liaison with the CIT to advise on any issues relating to the school physical infrastructure. • Lead point of contact for any contractors who may be involved in incident response.	Report directly to Head Teacher or CIT
ICT Technician	• Ensuring the resilience of the school's ICT infrastructure. • Liaison with ICT support / external providers. • Work with the School Office Manager to develop proportionate risk responses.	Report directly to the CIT
Recovery Co-ordinator	• Leading and reporting on the school's recovery process. • Identifying lessons as a result of the incident. • Ensures lessons are incorporated into the plan development.	Already a member of the CIT, but will remain focussed on leading the recovery and resumption phase.
Governors	• Work in partnership with the Head teacher to provide strategic direction in planning for and responding to disruptive incidents. • Undertaking actions as required to support the school's response to a disruptive incident and subsequent recovery. • Acting as a "critical friend" to monitor, evaluate and ensure that the school Business Continuity Plan is fit-for-purpose and that continuity arrangements are robust and reliable.	Liaison with the Head Teacher or CIT in response to a crisis.



Incident Management Phase

Note: This section should not be necessary for pre-planned incidents or slowly developing scenarios that are not "no notice" emergencies but which have the potential to disrupt school activities (e.g. computer virus, flu pandemics, a pre-planned strike, forecast for heavy snow, planned power-outage, etc). For incidents of this nature turn immediately to the Business Continuity phase.

Purpose of the Incident Management Phase

The purpose and priorities for this phase are 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.

Incident Management Actions

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
1.	Make a <i>quick</i> initial assessment: • Survey the scene; • Assess (i.e. scale/severity, duration, impact); • Disseminate information to others	Gather and share information to facilitate decision-making and enhance the response. <i>A full impact assessment form can be found in Appendix B.</i>	
2.	Call the Emergency Services (as appropriate)	TEL: 999 Provide as much information about the incident as possible.	
3.	• Evacuate, lockdown or “invacuate” the school building (if necessary) • Consider whether it may be safer or better for the welfare of pupils to stay within the school premises and congregate at a relative place of safety indoors (“invacuation”) • If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical school activities. • Notify relevant stakeholders of site evacuation.	• Use normal procedures for the school. • Consider arrangements for staff/pupils with special needs. • If the decision is to stay within the school, ensure the assembly point is safe and take advice from the Emergency Services as appropriate.	
4.	Ensure all pupils, staff and visitors report to the identified assembly point.	The normal assembly point for the school is the far side of the playground, facing Year 4 classrooms.	
5.	Check that all pupils, staff, contractors and visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contractors and visitors as a priority.		

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment.	
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information.	
8.	Identify school Critical Incident Team to undertake specific emergency response roles	Details on roles and responsibilities can be found in section 4.	
9.	Contact the Insurance Team at County Hall	Contact numbers, including out of hours, are available in Appendix A.	
10.	Ensure a log of key decisions and actions is started and maintained throughout the incident.	<i>A log template can be found in Appendix C.</i>	
11.	Where appropriate, record names and details of any pupils, staff, contractors or visitors who may have been injured or affected by the incident, as part of incident record keeping.	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident.	
12.	- Take further steps to assess the impact of the incident - Agree response / next steps	Continue to record key decisions and actions in the incident log. Update impact assessment form.	
13.	Log details of all items lost by pupils, staff, visitors, etc. as a result of the incident, if appropriate.	<i>A form for recording this information can be found in Appendix D.</i>	
14.	If appropriate, arrange contact with the Press.	Establish a media area if necessary.	
15.	Assess the key priorities for the remainder of the working day and take relevant action.	Consider actions to ensure the health, safety and well-being of the school community at all times. Consider business continuity strategies (i.e. alternative ways of working, re-location to a recovery site, etc) to ensure the impact of the disruption is minimised. <i>Business Continuity Strategies are documented in Section 6.</i> Consider the school's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.	
16.	Ensure staff are kept informed about what is required of them	Consider: - What actions are required; - Where staff will be located; - Notifying staff who are not currently in work with details of the incident and actions undertaken in response.	

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
17.	Ensure pupils are kept informed as appropriate to the circumstances of the incident.	Consider communication strategies and additional support for SEN pupils. Consider the notification of pupils not currently in school.	
18.	Ensure parents/carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date. If the school is evacuated, the Head Teacher and Deputy Head should carry their mobile phones and these should be used, with one designated for incoming calls and the other for outgoing calls. If access to the school building is available, then the fax line should be used for outgoing calls.	Agree arrangements for parents/carers collecting pupils at an appropriate time. Consider how emergency communication needs will be established (e.g. phone lines, answer machine message, text message, website update.) In the first instance the fax line or mobile phones should be used for outgoing calls and the landline for incoming calls.	
19.	Ensure governors are kept informed as appropriate to the circumstances of the incident.	Chair of Governors to communicate with other governors and update as required.	
20.	Consider the wider notification process and the key messages to communicate.	Local radios and social media may be useful in broadcasting key messages.	
21.	Communicate the interim arrangements for delivery of critical school activities.	Ensure all key stakeholders are kept informed of contingency arrangements as appropriate. Inform using website, text messaging and telephone as appropriate to stakeholder list.	
22.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident – this information may be needed in connection with an insurance claim, if applicable. <i>A Financial Expenditure Log can be found in Appendix D.</i>	
23.	Seek specific advice / inform insurance company as appropriate	LCC Insurance Team (Academies Insurance Scheme): 0116 305 6516.	
24.	Ensure recording process is in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required.	



Business Continuity Phase

Purpose of the Business Continuity Phase

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

Business Continuity Actions

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, additional / specific input may be needed to drive the recovery of critical activities and this may require the involvement of external partners	
2.	Evaluate the impact of the incident	Take time to understand the impact of the incident on “business as usual” school activities by communicating with key stakeholders to gather information. Consider the following questions: • Which school activities are disrupted? • What is the impact over time if these activities do not continue? • Would the impact be: - Manageable? - Disruptive? - Critical? - Disastrous? • What are current staffing levels? • Are there any key milestones or critical activity deadlines approaching? • What are the recovery time objectives? • What resources are required to recover critical activities?	
3.	Plan how critical activities will be maintained , utilising preidentified or new business continuity strategies (see below)	Consider: • Immediate priorities; • Communication strategies; • Finance; • Monitoring the situation; • Reporting; • Stakeholder engagement. Produce an action plan for this phase of response.	
4.	Log all decisions and actions, including what you decide not to do and include your decision-making rationale.	<i>Decisions and actions should be recorded in the Incident Log (see Appendix C)</i>	
5.	Log all financial expenditure incurred	<i>A Financial Expenditure Log can be found in Appendix E.</i>	

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and the availability of staff.	
7.	Secure resources to enable continuation / recovery of critical activities	Consider requirements such as staffing, premises, equipment, ICT, welfare issues, etc	
8.	Deliver appropriate communication actions as required.	Ensure methods of communication and key messages are developed as appropriate to the needs of key stakeholders	

Business Continuity Strategies

	LOSS OF SHORTAGE OF STAFF OR SKILLS	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
1.	Use temporary staff (e.g. cover supervisors, supply teachers, office staff, etc)	
2.	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)	
3.	Using different ways of working to allow for reduced workforce, which may include: • Larger class sizes (subject to adult:child ratios) • Use of TAs and LSAs • 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.	
4.	Suspending “non-critical” activities and focussing on priorities	
5.	Ensuring staff management issues are considered (i.e. managing attendance policies, job description flexibility, contractual requirements, etc)	

	DENIAL OF ACCESS TO PREMISES, OR LOSS OF UTILITIES	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
1.	Pre-agreed arrangements with other premises in the community	
2.	Virtual Learning Environment opportunities	
3.	Localising the incident (e.g. isolating the problem and using different areas within the school premises.)	
4.	Off-site activities (e.g. swimming, physical activities, school trips.	

	LOSS OF TECHNOLOGY / TELEPHONY / DATA / POWER	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
1.	Back-ups of key school data – daily, held off-site	
2.	Revert to paper-based systems (e.g. paper registers, whiteboards, etc)	
3.	Flexible lesson plans	
4.	Emergency lighting	

	LOSS OF KEY SUPPLIERS, THIRD PARTIES OR PARTNERS	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
1.	Ensure all external providers have business continuity plans in place as part of contract terms	
2.	Insurance cover	
3.	Using alternative ways of working to mitigate the loss (e.g. suspending activities, adapting to the situation and working around it)	



Recovery and Resumption Phase

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).

Recovery and Resumption Actions

	ACTION	FURTHER INFO / DETAILS	ACTIONED? (✓ or ✗ as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	
2.	Respond to any ongoing and long-term support needs of staff and pupils	Depending on the nature of the incident, the school Critical Incident Team may need to consider the use of counselling services.	
3.	Once recovery and resumption actions are complete communicate the return to “business as usual”.	Ensure all staff and key stakeholders are aware that the business continuity plan is no longer in effect.	
4.	Carry out a “debrief” of the incident with staff (and possibly with pupils). Complete a report to document opportunities for improvement and any lessons identified.	The incident de-brief report should be reviewed by all members of the school Critical Incident Team and in particular by the head teacher 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.	
5.	Review this BCP in light of lessons learned from the 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 school Critical Incident Team.	



Communication Plan

Where possible, a separate dedicated line should be used for out-going calls: this will ensure the main school number is kept free for incoming calls.

In the event of an evacuation, the Head Teacher, Deputy Head and Business Manager should carry their mobile phones, one of which can then be designated for incoming calls and the others for outgoing calls.

Liaison and Communication with the Emergency Services

If the emergency services are involved in the adverse event, then the CIT will appoint an individual from within its membership to act as a liaison officer.

Communicating with Employees

At the earliest opportunity, all staff should be provided with information regarding the adverse event, and instructions on further actions to be taken. CIT should arrange for a message to be sent to all staff informing them of the adverse event and perceived impact on the operational effectiveness of the school.

If the adverse event has arisen during normal working hours then a staff briefing should be held at a safe location. This is likely to be the place where the CIT are assembling (see p. 6 above)

If the adverse event occurs outside of normal working hours then staff should be contacted on their home numbers, mobiles or using Bromcom.

Contact telephone numbers are available to all relevant managers on Bromcom.

All staff who are affected but are off-site for any reason should also be informed of the adverse event without delay.

If the decision is taken to send staff home, or to wait at home while the situation is assessed, then arrangements should be made to contact them again within a specified time period to provide an update and fresh instructions.

Communicating with Pupils

Where necessary, staff will be given advice and guidance on what pupils should be told and how; in some cases, a whole school approach may be appropriate, while in others information may best be disseminated in small groups by staff closest to the pupils. Information given should be tailored to the cognitive and emotional levels of the children, and pupils must be given all the time they need to ask questions, talk about the incident or have their worries allayed.

Families should be informed about the amount of information their children have been given.

Communicating with Parents / Carers

The CIT will develop a message to be communicated to parents and others and instruct appropriate individuals within the organisation to communicate these messages. This will include a statement posted on the school website (www.littlehill.leics.sch.uk), information to be sent via Bromcom and information to local radio stations and other media as well as newsletters or other written information.

Information to be communicated may include:

- Information on the adverse event and perceived impact on the operational effectiveness of the organisation.
- Action being taken to recover services.
- Advice and instructions on closure, alternate arrangements / temporary procedures.
- A commitment to keep people informed and the schedule for further updates on communications.

Consistency of information is vital, so steps will be taken to avoid a chain of communication so far as this is possible. Those dealing with incoming phone calls should provide an agreed factual statement, together with reassurance that the incident is being managed effectively at the site.

Responsibility for Maintaining Contact Details

Responsibility for maintaining up-to-date contact information for staff, students and others is as follows (Note: **All contact information must be accessible outside of office hours**):

STAFF The school office will update Bromcom on an annual basis. Mid-year changes will also be applied.

PUPILS Bromcom stores online records of pupil contact information and is available off-site. The school office will ensure that a paper-based pupil emergency contacts report from Bromcom is available. The report will be replaced with an up-to date version at the start of every academic year, and interim changes will be noted and inserted into the file as and when necessary.

Parents are also encouraged to register their mobile phone numbers, and emails, so they can receive text messages via Bromcom and Class Dojo

Communicating with Other Stakeholders

The CIT will identify other persons and organisations who need to be informed of the event and will appoint a member of staff to keep these persons informed.

It will be the responsibility of:	To maintain contact details of:
The Office Manager	Insurers * Finance Payroll Banking Suppliers After School Club providers *
The School Administrator	Other users of site facilities *

* Copies of these contacts should be included in an “Essential Information” pack to be kept off-site.

The Office Manager will be responsible for making contact / notifying the relevant insurance companies and for collating the information required to lodge a claim under any relevant insurance policy.

Communicating with the Media

The CIT will appoint one person from within its membership to liaise with, and answer any requests for information from the media. A second member of staff should be present during any conversations with the press, who will take notes of what is said.



It is important to communicate a clear, concise and consistent message at a time when many of our stakeholders may be concerned with our operational effectiveness. Therefore, staff should NOT answer any media enquiries under any circumstances and instead refer those enquiries directly to the appointed CIT member.

Staff and Pupil Welfare Issues

Support During the Recovery Process

The wider Leadership Team will be responsible for co-ordinating and advising the CIT on staff and student support requirements during any service recovery operation. Issues that may need to be considered include (but are not restricted to):

- The provision of welfare services.
- Flexible and home working arrangements.
- Website and internet information provision and support.
- Exceptional staff expenses (travel, subsistence etc).



Appendix A – Contact Details

Critical Incidents Team

Sam Williams	Head Teacher	07878 304342
Dean Hayward	Chair of Governors	07969 212024
Gary Trzcinski	Deputy Head Teacher	07974 416999
Fiona Gavagan	Assistant Head Teacher	07712 188182
Elaine Warner	Office Manager	07535955282

Depending on the type and nature of the adverse event, other members of staff may be required to provide advice to the CIT. Not exclusively, this may include:

Ryver Scott	Premises Officer	07715 624479
Louise Preston	Administration	07843 420351
Jake Tilson	(ITIC) Information Technology	07852129078

Other Useful Numbers:

Resilience Partnership Team (formerly Crisis Line)		07786 198283 07659 170195 (pager)
Insurance	Office Hours	0116 305 6516
	Emergency Out of Hours	07834 177201



Appendix B – Impact Assessment Form

Completed by:		Incident:	
Date:		Time:	

Question	Logged Response	
How were you made aware of the incident?		
What is the nature of the incident? (e.g. type, location, severity)		
Are there any staff or pupil casualties or fatalities? (complete casualty/fatality sheets if necessary)		
Have the Emergency Services been called?		
Is the incident currently affecting school activities? If so, which areas?		
What is the estimated duration of the incident?		
What is the actual or threatened loss of workforce?	Over 50%	
	20-50%	
	1-20%	
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)		
Which work areas have been destroyed, damaged or made unusable?		

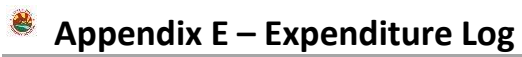
Is there evidence of structural damage?	
Which work areas are inaccessible but intact?	

[illegible]



Appendix D – Details of Lost Items

[illegible]



Appendix E – Expenditure Log

[illegible]



Appendix F – Emergency Pack

An emergency information pack contains all essential information needed to facilitate recovery following a major incident. This pack will be stored in the site manager's house and will be reviewed not less frequently than once per year, with certain sections to be updated more frequently.

Content	Frequency for Review / Update
Pupil home contact details	September, with amendments made as necessary through the year.
Copy of snow line (staff contact details)	September, with amendments made as necessary through the year
Other users of site facilities (i.e. community users)	Annually - Regular lettings details Ad hoc – less frequent users
After school club provider contact details	Annually, and as necessary if providers change.



Appendix G – Critical Service Analysis

Resource / Areas to look at	What is required to provide Minimum Service (short term)	If not available - How would we get it - What would we do instead	Who would manage it	Actions needed to enable
Building	- Teaching space for 7 x 60 children - Toilet facilities (adults/children) - Office space (5 desks) - Arrangements for providing free school meals	- Portakabin – temporary school after 6 weeks. - Seek space in surrounding schools - Arrange for nearby school to ship hot or packed meals in for free meals children.	HT	Complete – Portakabin have visited the site and drawn up plans. They have been contacted, via insurance, to inform them of the additional year group.
Staff	4 adults for Foundation Stage 2 adults for all other year groups 1 office	- Supply / agency staff - Seek assistance from other schools - If necessary close to some/all year groups	HT	
ICT	1 PC/laptop running Internet - PC/laptop for other essential office staff, with Office and Internet - Telephone for incoming calls - Telephone for outgoing calls	- Access Bromcom backup via LEAMIS at County Hall - Call in laptops (or borrow from another school) - Use manual/paper processes - Purchase a cheap mobile phone with pay as you go sim card and publish this number for incoming calls. - Use personal mobile phones for outgoing calls (or purchase 2nd PAYG mobile)	HT ICT Tech Admin	



Appendix H – Utilities and Services

Gas

The main shut-off is by the gas meter in compound near car park

Emergency Number: 0800 111999

Water

The main shut-off is under the manhole cover just outside the kitchen door

Electricity

The main shut-off is in the electricity meter cupboard, near kitchens

Emergency Number: Western Power Distribution – 0800 678 3105



Appendix I – Example Communication Scripts

Media Holding Statement

At xxx AM/PM today, an incident occurred at Little Hill Primary School. Emergency services are currently at the scene, assessing the situation. More information will be issued to parents at (time). In the meantime, we wish to assure parents that (unless we have already contacted you individually) your child is safe .

Parents

1. There has been an incident affecting the school. (Unless we have already contacted you individually) your child is safe and uninjured, but we have had to evacuate the building. As we will not be able to resume normal school activities today, please would you arrange to collect your child(ren) as soon as possible from
2. There has been an incident in the local area. The police are managing the situation, but have advised that everyone should remain in the building as a precaution. By police request, please **do not** try to come to the school. Please be assured that your child(ren) are safe and the building is secure – the safety of all children is our first priority. We will issue a further update by (time), or sooner if required as a result of fresh information / advice being received from the police.

Possible follow up to 2:

Further to our earlier communication, the police advice remains unchanged. Please do not attempt to collect your child at the end of the day, as this will hinder the police. We will keep all of the children safely inside the school building with a range of fun activities available for them to choose from. We are expecting a further update from the police at (time) and will update you as soon as this is received.

3. Following the earlier incident, we regret that the school will be closed tomorrow / for the next 2 days / until the end of the week / etc. We will provide a further update at