



Nourishing the fitrah of each unique child

Emergency Continuity Plan

“.... whoever saves a life, it will be as if they saved all of humanity.”

(Surah Maidah, Verse: 32)

Updated: February 2024	Review date: February 2025	Emergency and Continuity Management Team Coordinator: Hawwa Mbombo
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Emergency and Continuity Plan

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Statement of Intent

This document sets out the framework for Unique Academy's response and continuity management arrangements. A business impact assessment has been undertaken to identify our critical activities and the measures put in place to mitigate the effects of disruptions.

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. The Emergency and Continuity Team would first follow appropriate checklists to manage the emergency situation and then refer to the continuity impact assessments to ensure all actions are followed.

The procedures and critical activities have been discussed and agreed by the school's Senior Leadership Team.

This plan should be read in conjunction with the following policies:

- Fire Risk and Emergency Evacuation Plan
- First Aid Policy

Emergency and Continuity Management Team

Emergency and Continuity Management team members can be contacted by the following contact number: 0208 004 5481 (Option 4).

Evacuation to a Secondary Location

Secondary Location is Avenue Park. Avenue park is an open space opposite the school building.

School Emergency Grab Bag

The School Emergency Grab Bag is located in the Office area. The Grab Bag will be maintained by the School Administrator retained by the School Administrator in the event of the School Emergency Plan being activated.

Contents
School Emergency & Continuity Plan
Pupil records – names, addresses, contact numbers
Pupil medical records
Staff contact details – names, addresses, contact numbers and next of kin
Parental contact details
Trustee contact details
Schools layout / drawing
Log books pens and papers
School Inventory
Building keys
Alarm arrangements
Torch
Mobile phone charger

Possible Risks & Threats

Possible threats and risks, which may impact on the operation of the school, are listed below however this list can neither be inclusive or exhaustive. Obviously, it is subject to ever changing circumstances. These include:

- Theft or vandalism in the school
- Total or partial closure of school following, flooding or fire damage or other incident
- The death of pupils or members of staff through natural causes such as illness, an accident, or by a deliberate act of violence
- A fire or explosion in the school
- Deaths or injuries on school outings
- Incidents involving children and staff from many schools
- Civil disturbances including terrorism
- Outbreak of a communicable illness or disease

If a period of disruption and or relocation / closure were to be experienced, Unique Academy would need to ascertain whether the impact would be for a day or longer. In doing so the following issues would need to be considered and these are addressed in the emergency immediate action checklists and in the continuity impact assessments:

- Health & Safety risks to pupils, visitors and staff
- Quality of provision – impact on the delivery of the curriculum
- Legal implications – is a breach of statutory requirements likely
- School reputation with parents and the community / publicity
- Finance – will the event impact on the budget?

Categorisation of Risks

There are three levels of risk, which will guide action taken. They are:

- High (a likely event) Red
- Medium (possible event) Amber
- Low (an unlikely event) Green

The following table is an illustrative guide to assess risk. This is a matter of individual judgment, but taken into account will be the impact on e.g. health and safety, quality of provision, legal responsibilities, finance and the school's reputation.

Impact	Health & Safety	Quality of Provision	Legal	Finance	Reputation
HIGH	Very likely to increase risk to pupils and visitors	Serious impact on delivery of curriculum	Breach of statutory requirements	Significant financial implications	Loss of confidence by parents and community
MEDIUM	Possible increased risk to pupils and visitors	Moderate impact on delivery of curriculum	Possible breach of statutory requirements	Moderate financial implications	Minor loss of confidence, no long-term damage
LOW	No increased risk	No impact on delivery of curriculum	No breach of statutory requirements	Manageable or no financial implications	Little or no impact on confidence

Immediate Action Emergency Checklists

Actions contained in these checklists are not prescriptive, nor exhaustive, but serve as guidance for the response to an incident. At times several checklists may need to be followed.

Checklists are provided for the following situations:

1. Critical Incident
2. Safety of staff, pupils, parents, or members of the public affected
3. Incident in school time
4. Incident outside school time
5. Incident off-site (school trips)
6. Casualties
7. Information strategy
8. Communication arrangements
9. Incoming calls
10. Information for staff
11. Information for pupils
12. Informing next of kin
13. Reuniting families

On deciding which checklists are required the following actions should be taken:

1. Headteacher must allocate tasks to other members of staff for completion
2. Record all key decisions and actions on an incident log
3. At least one member of staff should be nominated to check actions are completed and maintain an overview of the situation.

Not all tasks will be required in all situations



1. Critical incident			
Initial Action	Additional Actions	Who By	Time
<p>Safety of staff, pupils, parents, or the public affected</p> <p>Call Emergency Services</p> <p>Liaise with emergency services Incident Officers</p>	<ul style="list-style-type: none"> ● The emergency service will establish an Incident (or Silver) Control Point ● If the site is declared a scene of crime it will be under the control of the Police ● If a fire has occurred, the area affected will be under the control of the Fire and Rescue Service until the fire is extinguished and the site made safe. ● REFER TO CHECKLIST: SAFETY OF STAFF, PUPILS, PARENTS, OR THE PUBLIC AFFECTED 	Premises Trustee	
<p>Time and location of incident</p>	<p>REFER TO THE APPROPRIATE CHECKLIST:</p> <ul style="list-style-type: none"> ● INCIDENT IN SCHOOL TIME ● INCIDENT OUTSIDE SCHOOL TIME ● INCIDENT OFF-SITE (SCHOOL TRIPS) 	Premises Trustee	
<p>Convene Emergency and Critical Management Team</p>	<ul style="list-style-type: none"> ● Obtain an initial report on the incident ● Agree a response and recovery strategy ● Assign roles 	Headteacher	
<p>Provide the following information to the London Borough of Hounslow</p>	<ul style="list-style-type: none"> ● That you are calling about an Independent school in London Borough of Hounslow ● Your name and position ● The name and address of the school, including postcode ● Your mobile phone number or that of another available contact ● The nature of the incident and as much information as possible including location of incident, nature of injuries, number of injuries ● Total number in party ● What immediate assistance is required ● The Council will initiate a cascade to notify relevant people and departments 	Headteacher	



2. Safety of staff, pupils, parents, or the public affected

Initial Action	Additional Actions	Who By	Time
Injury or death – call Ambulance and Police	<ul style="list-style-type: none"> ● Assess the situation ● Make sure other people are safe from danger ● Render first aid ● Liaise with emergency services on arrival ● REFER TO CHECKLIST: CASUALTIES 	Premises Trustee	
Fire or explosion – call Fire, Police, Ambulance	Action should be taken in accordance with the schools' fire and evacuation procedures	Premises Trustee	
Bomb Threat - call Police	Action should be taken in accordance with the school Bomb Threat Procedures	Premises Trustee	
Airborne contamination affecting the school, e.g. smoke, chemicals, radiation. Unless, or until notified otherwise by the emergency services or other means of communication, initial action in such an event is: Go in! Stay in! Tune in!	<ul style="list-style-type: none"> ● Go indoors and stay there until you are told it is safe to go outside - if possible shelter in parts of the building furthest away from the direction of the contamination ● Close windows, doors, and ventilators. ● If safe to do so, switch off air conditioning systems drawing air from outside the building ● Do not use the telephone unless you urgently need help ● Listen to local television or radio for further information ● Do not eat opened or uncovered food or drink ● Wash all utensils before using ● Wash hands before preparing food ● Do not use produce that has been stored outside 	Premises Trustee	
Carry out Roll Call	Report missing persons to emergency services	Premises Trustee	



3. Incident in school time

Initial Action	Additional Actions	Who By	Time
Decide whether to keep pupils in school or send home	REFER TO CHECKLIST: INFORMATION STRATEGY	Headteacher	

4. Incident outside school time

Initial Action	Additional Actions	Who By	Time
Consider disruption to next days school routine	REFER TO CHECKLIST: INFORMATION STRATEGY <ul style="list-style-type: none"> ● Consider announcements via the local news media 	Trustees	

5. Incident off-site – initial action – OFF-SITE

Initial Action	Additional Actions	Who By	Time
Supervise and support remainder of the group	Arrange for their return to off-site base	Visit leader	
Liaise with emergency services	One person to remain at the incident to assist or liaise with the emergency services	Visit leader	



<p>Contact Headteacher, emergency contact point, or designated member of staff and provide information:</p>	<ul style="list-style-type: none"> ● Precise location (including postcode) ● Description of the incident ● Time of the incident ● Number of casualties ● Nature of injuries ● Total number in the party ● Your name and telephone number ● Name and telephone numbers of individuals involved ● Name of other members in the party ● Action taken so far ● Action to be taken and by whom ● Telephone numbers for future communication - If possible provide alternative 'at-home' and 'off-site' numbers 	<p>Visit leader</p>	
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6. Incident off-site – initial action – ON-SITE			
Initial Action	Additional Actions	Who By	Time
Liaise with police	<ul style="list-style-type: none"> ● Police will liaise with responding police force if incident is in another force area ● Police will be notified by Foreign & Commonwealth Office if fatalities have occurred abroad and will notify next of kin 	Premises Trustee	
Inform next of kin	REFER TO CHECKLIST: INFORMATION STRATEGY	Premises Trustee	
Obtain information on arrangements for casualties	REFER TO CHECKLIST: CASUALTIES	Premises Trustee	
Obtain information on arrangements for fatalities		Premises Trustee	
Liaise with police regarding reception arrangements for people returning		Premises Trustee	



Arrange for appropriate staff to travel to where the incident occurred	<ul style="list-style-type: none"> • Liaise with Police for incidents in UK • Liaise with Foreign and Commonwealth Office for incidents abroad • Liaise with those affected, and relevant authorities 		
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7. Casualties

Initial Action	Additional Actions	Who By	Time
Establish who is affected and details of injuries/fatalities	<ul style="list-style-type: none"> • Liaise with Police for incidents in UK 	Premises Trustee	
Obtain information on current location of casualties		Premises Trustee	
Record the names of people being taken to hospital	<ul style="list-style-type: none"> • Liaise with hospital 	Premises Trustee	
Nominate staff to accompany injured person(s) to hospital	Record which staff are accompanying injured people	Premises Trustee	
Obtain a copy of family and staff contact lists		Premises Trustee	
Inform next of kin	REFER TO CHECKLIST: INFORMATION STRATEGY (Note: The Police will notify next of kin of fatalities)	Premises Trustee	
Obtain information on arrangements for the deceased	<ul style="list-style-type: none"> • Liaise with the police • Coroners have responsibility for investigating any unnatural or violent deaths that occur in their area, including a death overseas if the body is brought back to this country • For incidents abroad the Foreign and Commonwealth Office can advise on: • Burial or cremation overseas • Bringing remains and personal property back to the UK • Obtaining a UK death certificate 	Premises Trustee	



8. Information strategy			
Initial Action	Additional Actions	Who By	Time
Arrange communication resources	REFER TO CHECKLIST: COMMUNICATION ARRANGEMENTS	Premises Trustee	
Receive incoming calls	REFER TO CHECKLIST: INCOMING CALLS	Premises Trustee	
Provide information to staff	REFER TO CHECKLIST: INFORMATION FOR STAFF	Premises Trustee	
Provide information to pupils	REFER TO CHECKLIST: INFORMATION FOR PUPILS	Headteacher	
Inform next of kin	REFER TO CHECKLIST: INFORMING NEXT OF KIN	Premises Trustee	
Notify contractors, service providers, delivery firms etc	Advise of incident and any alternative arrangements	Premises Trustee	
Advise other school users	Advise of incident and any alternative arrangements	Premises Trustee	
General Points		Premises Trustee	



<ul style="list-style-type: none"> • Many of those involved in the incident will possess mobile telephones; therefore news of the incident will spread very quickly and will be beyond the control of the school • Maintain close liaison with the police. In most critical incidents, the police will be responsible for managing information about the incident • If the incident occurred abroad, maintain close liaison with the Foreign and Commonwealth Office • If no information is available because of the investigation into the incident or difficulties in confirming the identity of those involved, every effort must be made by the appropriate authority to explain the reasons for this. Limited information may be better than nothing. • Avoid speculation • Do not make statements about further information or developments unless confident that it will be available • Important information should be repeated • Where possible, written information should be used to supplement verbal information • New information must be communicated as soon as possible • Those providing information should be aware that those receiving it might express anger and hostility 		
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9. Communication arrangements			
Initial Action	Additional Actions	Who By	Time
Establish a separate dedicated line for outgoing calls	Use a mobile phone or a line that cannot take incoming calls	Premises Trustee	
Provide phones for use by Emergency and Continuity Management Team		Premises Trustee	
Nominate staff to deal with incoming calls and to make outgoing calls		Premises Trustee	



Prepare a statement	<ul style="list-style-type: none"> • Include known information and assurances of action being taken • Indicate when further information will be made available • Anticipate answers to the following: <ul style="list-style-type: none"> ▪ Was my child there when it happened? ▪ Are they safe now? ▪ Where is my child? ▪ How do I get to see them? ▪ How serious is the injury ▪ Which hospital have they been taken to? ▪ Will you help me to get to the hospital? • Avoid speculation 	Trustees	
Record who has called	Check against the record of outgoing calls to ensure parents have been informed, and to avoid duplication	Premises Trustee	
Record who has been contacted	Check against the record of incoming calls to ensure parents have been informed, and to avoid duplication	Premises Trustee	

10. Incoming Calls			
Initial Action	Additional Actions	Who By	Time
Nominate staff to receive incoming calls	<ul style="list-style-type: none"> • Use language and tone that alleviates anxiety • Important information should be repeated • Those providing information should be aware that those receiving it might express anger and hostility 	Premises Trustee	
Use a prepared statement	<ul style="list-style-type: none"> • Avoid speculation • Do not make statements about further information or developments unless confident that it will be available • Where possible, written information should be used to supplement verbal information 	Trustees	



Record who has called	This must be checked against the record of outgoing calls to ensure parents have been informed, and to avoid duplication	Premises Trustee	
Respond to enquiries from news media	REFER TO: RESPONDING TO THE NEWS MEDIA	Trustees	

11. Information for staff

Initial Action	Additional Actions	Who By	Time
Arrange briefing meeting for all staff	<ul style="list-style-type: none"> Inform all staff as soon as possible Give guidance on how to support and talk to the children Outline the measures in place in the school to provide further help for distressed children Establish a schedule for updating staff, e.g. during breaks, at the end of the day, or first thing next morning Ensure all adults in contact with pupils are kept well informed and feel secure in handling questions and comments Unless authorised, Staff should be advised not to talk to the news media - Refer to Responding to the News Media 	Headteacher	
Arrange de-briefing meetings for directly affected staff	<ul style="list-style-type: none"> Avoid speculation Do not make statements about further information or developments unless confident that it will be available Important information should be repeated Where possible, written information should be used to supplement verbal information New information must be communicated as soon as possible Those providing information should be aware that those receiving it might express anger and hostility 	Headteacher	

12. Information for pupils



Initial Action	Additional Actions	Who By	Time
<p>Arrange briefing meeting for all pupils</p>	<ul style="list-style-type: none"> ● Pupils should be told simply and without fabrication what has happened ● It is probably best if this is done in small groups, e.g. classes, or year groups ● Answer questions as straightforwardly as possible. ● It should be acknowledged if questions cannot be answered at the time ● Pupils should be regularly updated with new information ● Avoid speculation ● Do not make statements about further information or developments unless confident that it will be available ● Important information should be repeated ● Where possible, written information should be used to supplement verbal information ● New information must be communicated as soon as possible ● Those providing information should be aware that those receiving it might express anger and hostility ● Information leaflets contained in Section 8 may be helpful for incidents that have resulted in injuries of fatalities 	<p>Headteacher</p>	

13. Informing next of kin			
Initial Action	Additional Actions	Who By	Time
<p>Decide how to contact parents</p>	<ul style="list-style-type: none"> ● This needs to be done quickly and with sensitivity ● Consistency of information is vital. Avoid using a chain of communication ● Where possible, written information should be used to supplement verbal information ● Do not make statements about further information or developments unless confident that it will be available ● New information must be communicated as soon as possible ● The Police will notify next of kin of fatalities 	<p>Headteacher</p>	



Decide whether to invite parents to the school or another secure venue to receive further information	<ul style="list-style-type: none"> • Provide accommodation (within school or elsewhere) which can be restricted to next of kin, pupils and staff • Liaise with Police regarding security issues 	Premises Trustee	
Nominate staff to make outgoing calls	<ul style="list-style-type: none"> • Use language and tone that alleviates anxiety • Important information should be repeated • Those providing information should be aware that those receiving it might express anger and hostility 	Headteacher	
Record who is contacted	<ul style="list-style-type: none"> • Check against incoming calls received to ensure parents have been informed, and to avoid duplication • If a parent cannot be contacted by telephone it may be necessary to use either a reliable neighbour (best another parent) or a note through the door asking them to telephone a given number 	Premises Trustee	
Suggest parents make contact with relatives or neighbours for support	Where appropriate, give the contact numbers of other families involved in the crisis	Premises Trustee	
Provide telephone numbers for more information	E.g. hospital, disaster information line number	Premises Trustee	

14. Reuniting families

Initial Action	Additional Actions	Who By	Time
Identify location for families to be reunited	<ul style="list-style-type: none"> • The police may designate a location • A venue should be chosen away from areas that the public/press could observe or have access 	Premises Trustee	



<p>If families need to travel to the area where the incident occurred, assistance may be required with:</p>	<ul style="list-style-type: none"> ● Coordination of travel arrangements ● Costs of travel ● Liaison with authorities where the incident occurred 	<p>Premises Trustee</p>	
<p>Confirm with the police arrangements for reception of returning staff, pupils, and parents</p>	<ul style="list-style-type: none"> ● Where children and staff are arriving from a remote location, e.g. from a foreign visit, transport arrangements may need to be arranged for next of kin, particularly those unable to travel independently 	<p>Premises Trustee</p>	
<p>Arrange for appropriate support to be provided for children, families and staff</p>	<ul style="list-style-type: none"> ● This may include Police Family Liaison Officers supported by staff from Children's Services and Educational Psychology 	<p>Premises Trustee</p>	



8. Critical Locations/Resources

N o.	Locations or Resources	Description of Activity
1.	School Office Area	Management of roll, payment of bills, fielding/receiving calls, manual and electronic records, receipt / transfer to data, management of pupils / staff registers
2.	Classrooms	Teaching and learning; storage of materials, equipment, pupils work, teachers resources, ICT equipment
3.	Kitchen	Equipment, food storage and preparation, water provision
4.	Toilet Facilities	Health, safety, hygiene and sanitation considerations
5.	Staff & Pupil welfare	Activities to support staff and pupils in times of major incident, risk and stress
6.	Boiler	Gas oil boilers providing heat
7.	Electric Cupboards	Electrical cupboards, controlling lighting and all other electrical services
8.	Staff Room	Staff Room & staff facilities therein, including teaching and learning resources
9.	Storage Room	Storage of school office paperwork, resources and equipment



9. Impact Assessment & Continuity Action Plan

1. Incidents likely to affect the school & administration procedures					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
<ul style="list-style-type: none"> ● Fire ● Severe weather ● Theft ● Damage to IT equipment, data & systems ● Civil emergencies ● Illness – COVID-19 flu pandemic 	Fire = H COVID-19 = H Others = L	H	School data backed up overnight and stored off-site, (cloud) Keep processes e.g. payment of bills ongoing	Seek alternative accommodation within school or neighboring schools/building Purchase / loan necessary hardware to support functions. Ensure Trustees kept up to date with progress / problems, which may impede purpose	Head teacher in liaison with Trustees Liaise with other agencies / support services / suppliers providers etc.
School closure –one day- affecting teaching & learning	H	H	Parents are usually informed in advance of a known closure Circumstances are unforeseen contact parents by text	Standard letter out to parents explaining reasons for closure	Headteacher in liaison with Trustees
School closure – one week - affecting teaching & learning	H	H	Parents are usually informed in advance of a known closure Text and email to parents	Standard letter to parents explaining reasons for closure	Headteacher in liaison with Trustees
School closure – one month or longer – affecting teaching and learning	H	H	Unlikely to lose a building. Teaching and learning via virtual learning environment (VLE)	Parents to be kept informed	Headteacher in liaison with Trustees



2. Damage to one or more classrooms / communal facilities within the school

Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
Damage to fabric of room/s furniture and essential equipment, which support teaching & learning e.g. fire, flood, and vandalism. Affecting teaching & learning	L	M	Security alarm connected to central control, including sensors on doors Fire Alarm, Security monitoring numbers of main key holders, (Site Manager)	Seek out alternative space within the school e.g. If required, negotiate classroom space at neighbouring school. If required negotiate loan / lease of essential equipment and / or temporary accommodation to support teaching / learning	Headteacher in consultation with affected class teachers and / or, Trustee responsible for the premises
Damage & or/loss of assessment papers.	H	L	Secure storage of all assessment papers is given a high priority	If damage occurs print replacement assessment papers online	Headteacher
Absence of key staff during critical periods as mentioned above	H	L	All post holders within school have detailed job descriptions which outline very clearly roles and responsibilities	This would depend on the manager in post on the given day.	Where necessary advice would be sought from the Headteacher, colleagues & Trustees

3. Incidents which may impair function of the kitchen facilities

Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			



<p>Damage to fabric of room/s furniture and essential equipment, which support school meals e.g. fire, flood, vandalism</p> <p>Service would have to be revised. Little impact on teaching and learning</p>	L	M	<p>Close kitchen area</p> <p>Trustees and parents to be kept updated as required</p>	Change to timetable of the day	Headteacher in liaison with Trustee responsible for the premises
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4. Incidents which may impact on the toilet facilities					
Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
<p>Major damage to one or more of the toilets e.g. fire vandalism, flood, and loss of water / sewage supply.</p> <p>Depending on the extent of damage. We may have to close one or more toilets.</p> <p>If all toilet facilities are deemed unusable then school closure would follow until temporary or permanent restoration</p>	L	L	<p>Site Manager carries out maintenance programme including toilet facilities</p> <p>Total loss – close school</p>	Temporarily use toilets in the reception area, ensuring supervision at all times for all pupils	Headteacher in liaison with Trustee responsible for the premises



5. To support staff and pupils in times of major incident, risk and stress

Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
Major transport incident and / or terrorist attack The impact would depend on severity of incident and level of involvement of staff and / or pupils	M	L	Evacuation procedures in place. Contact details for staff and pupils kept offsite. Counseling available, if needed. Sound pastoral support measures are in place.	To date this is an unknown area and any action taken would have to be in liaison with the emergency services	Headteacher in liaison with Trustees
Severe Illness – absence of a large number of staff. (e.g. due to COVID-19) Inability to deliver curriculum	H	L	Unknown factor – number of pupils attending would diminish commensurately	Cover staff	Headteacher in liaison with the Trustees

6. Incidents which may have impact on the school's boiler system

Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			



Damage to the boilers / and or Controls due to fire, flood, vandalism or Electric failure	H	M	Boiler door was locked and limited access. Fire alarm Smoke Detection Contact numbers held for utility companies. Programme in place	Contact maintenance contractor and / or electricity supplier	Headteacher in consultation with Trustee responsible for the premises
School closure – one day. Affecting teaching and learning	H	M	Parents contacted by phone and arrangements made for the safe transit of pupils Website	Standard letter out to parents explaining reasons for closure	Headteacher in consultation with Trustee responsible for the premises
School closure – one week affecting teaching and learning	M	M	Parents informed in advance of a known closure Website	Standard letter out to parents explaining reasons for closure	Headteacher in liaison with Trustees
School closure – one month affecting teaching and learning	M	L	Unknown factor, which will require actions appropriate to the given situation Website	Parents to be kept informed	Headteacher in liaison with Trustees



7. Incidents which may have impact on the electrical cupboard

Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
Damage to Electric cupboard due to fire, flood or explosion	H	M	<p>Electrical cupboard is always locked during school hours</p> <p>Fire equipment</p> <p>Good housekeeping (not to be used as a storage room)</p>	Contact maintenance contractor and / or electricity supplier	Headteacher in consultation with Trustees
School closure – one day. Affecting teaching and learning	M	L	Parents contacted by phone and arrangements made for the safe transit of pupils	Standard letter out to parents explaining reasons for closure	Headteacher in consultation with Trustees
School closure – one week affecting teaching and learning	M	L	Parents informed in advance of a known closure	Standard letter out to parents explaining reasons for closure	Headteacher in liaison with the trustees
School closure – one month affecting teaching and learning	L	L	Unknown factor, which will require actions appropriate to the given situation	Parents to be kept informed	Headteacher in liaison with trustees



8. Incidents which may occur in the Staff Room

Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
Damage to the Staff Room	M	L	To date this is an unknown area and any action taken would have to be in response to a given situation	Trustees and parents to be kept updated as required	Headteacher in consultation with Trustees

9. Incidents which may occur in the storage room

Possible Risk & Impact	Level of Risk		Existing Controls to Mitigate Risk & Continuity Response	Possible Further Action Required	Lead Person Responsible
	Impact H, M, L	Likelihood H, M, L			
Damage to the storage room	H	L	To date this is an unknown area and any action taken would have to be in response to a given situation	Trustees and parents to be kept updated as required	Headteacher in liaison with Trustees



Appendix 2: Responding to the News Media

With the advent of modern news delivery, today's media operate very quickly. They are quite likely to make contact before the Critical Incident Plan is implemented. The following is a summary of key points to help school staff handle enquiries that may arise soon after an incident has occurred.

Whatever the incident, and particularly if it involves injury or death on a school trip, the likelihood is that information will be sketchy at best and possibly inaccurate.

All members of the Emergency and Continuity Management Team must:

1. Be clear about which staff/trustees are designated to talk to the press and who are not
 - Be prepared to accept that a designated person may not be the most appropriate person to handle the situation in some circumstances
 - The Headteacher will appoint a designated person to speak to the press
2. Buy time to enable you to obtain the facts
 - News agencies will demand immediate information
 - Confirm their deadlines and if possible postpone the interview until later
 - If you offer to call back make sure you do
3. Establish who you are talking to and their organization
 - Keep short notes of the name of the journalist, programme or newspaper, the time, and your response
4. Have a colleague with you to take notes of what is said
5. Give a prepared statement;
 - A prepared statement can provide necessary facts
 - Use the statement to express sympathy/concern and possibly a message for the community
6. Anticipate possible questions and prepare responses
 - Can you name the fatalities?
 - Can you name the teacher involved?
 - Have you done a name check of survivors?
 - Have you informed the parents?
7. Prepare key messages and stick to them
 - Refer to people first. e.g.: "all pupils have been evacuated to a safe area."
 - Refer to damage to the school/property second. e.g.: "the coach was travelling south before leaving the road and ending up in the farmer's field."
8. Ask the interviewer what will be the first question to help prepare your response
9. Stay calm and look the interviewer in the eye
10. Stick to the key points - don't waffle
11. Stick to the facts and don't speculate about the cause of the incident, for example say:

"Our concern at this stage is for the safety of the pupils and other people involved. We know that the coach suffered damage and that other vehicles were involved. I don't have any information on what may have caused the accident and I would not wish to speculate."
12. Do not apportion blame or admit liability to anyone, even in conversation (Don't speak off the record)



13. Praise the actions of police, fire service and others who have assisted (Do not feel you must respond directly to leading questions)
14. Be sensitive about personal information
15. Immediately correct any misleading comments

Appendix 3: Bomb Threat Checklist

1. Switch on tape recorder if available
2. Record the exact wording of the threat. Ask these questions:
 - a. Where is the bomb?
 - b. When is it going to explode?
 - c. What does it look like?
 - d. What kind of bomb is it?
 - e. What will cause it to explode?
 - f. Did you place the bomb?
 - g. Why?
 - h. What is your name?
 - i. What is your address?
 - j. What is your telephone number?
 - k. Which organization do you represent?
 - Record the time call completed.
 - Where automatic number reveal equipment is available, record number given.
 - Use the '1471' facility if available.
3. Inform the Head teacher or Emergency and Continuity Management Team
4. Name and telephone number or extension of person informed
5. Time and method of informing police
This part should be completed once the caller has hung up and the police and Head teacher, SBM Facilities or Office Manager have been informed.
Time and date of the call
6. Length of call
7. About the caller
 - a. Gender: male/female?
 - b. Nationality/accent?
 - c. Age?
 - d. Threat language: well spoken, irrational, taped, incoherent, foul
 - e. Message read by threat maker?
 - f. Callers voice: calm, crying, clearing throat, angry, nasal, slurred, excited, stutter, disguised, slow, lisp, accent, rapid, deep, familiar, laughter, hoarse. If the voice sounded familiar, whom did it sound like?
8. Background sounds: street noises, house noises, animal noises, crockery, motor, clear, voices, static, PA system, booth, children, factory noises, office machinery.

Bomb Threats

Suspicious signs on suspect packages/objects could be the following, which also apply to packages arriving by mail:

- Grease on the outside cover/wrapping, odd smell (marzipan or almond perhaps)
- Wires or insulating tape sticking out
- Irregular shape, lopsided or heavy for its size
- Obviously disguised writing on the label
- Incorrect address, words misspelled
- Pinhole anywhere on its cover
- Incorrect postage, too much or too little
- Object close/abutting a building structure e.g. tight up against a door or wall



Action on finding a suspicious letter or package:

1. Do not touch the item.
2. If the suspect package has been handled, place it on the nearest flat surface.
3. Go and get help -- call the switchboard
4. Leave the room/area, closing the door behind you.
5. Prevent unnecessary people from re-entering the room.



Appendix 4: Lockdown Procedures

In the event that an incident occurs within the school site or in the vicinity of the school that could place the pupils and staff at risk of serious injury or fatality the school may impose a lockdown.

Should such a situation occur the following procedures will apply:

'Stay Safe' principles (Run, Hide, Tell) give some simple actions to take in the event of a firearms and weapons attack.

Run

- Escape if you can.
- Consider the safest options.
- Is there a safe route? RUN if not HIDE.
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you.
- Leave belongings behind.

Hide

- If you can't RUN, HIDE.
- Find cover from gunfire.
- If you can see the attacker, they may be able to see you.
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
- Be aware of your exits.
- Try not to get trapped.
- Be quiet, silence your phone.
- Lock / barricade yourself in.
- Move away from the door.

Tell

Call 999 - What do the police need to know?

- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so