

**Hintlesham and Chattisham Church of England
Primary School**



Critical Incident/Business Continuity Plan

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|---|--------------------------------------|
| Signature of Headteacher | |
| Approved by The Local Governing Body | Hintlesham and Chattisham CE Primary |
| Signature of Chair of Governors | |
| Date approved | Sep 2021 |
| Review date | Sep 2022 |

Vision:

Jesus is the light of the world... we are gems that reflect his light as we learn.

The Christian Bible talks of God seeing humans as his jewels in the making. (Malachi 3:16-17)

This policy will be reviewed whenever significant changes to the systems and arrangements take place.

Where any changes, amendments or additions are made, the revision number will change. Reviews that result in no changes at all will maintain the same revision number.

| REVIEW DATE | REVISION NUMBER | SIGNATURE |
|----------------|-----------------|-----------|
| September 2020 | 1 | |
| September 2021 | 2 | |
| | | |

Contents

| | |
|---|----|
| Introduction..... | 4 |
| Definition..... | 4 |
| Contingency Planning for serious disruptive events or emergencies | 4 |
| Key Steps | 6 |
| Good Preventative Practice | 7 |
| Pandemic or Public Health Threat | 9 |
| Process in the event of a local or national outbreak | 10 |
| Ensuring Continuity during a Pandemic or Public Health Threat | 11 |
| Remote education support | 12 |
| Recovery after a Pandemic or Public Health Threat | 13 |
| Emergency Response Teams..... | |
| SCHOOL EMERGENCY RESPONSE TEAM | |
| DMAT EMERGENCY RESPONSE TEAM | |
| EMERGENCY ACTION LIST | |
| LIST OF APPENDICES | |
| Appendix 1 Coronavirus: planning for tiered local restrictions | |
| Appendix 2 Useful Resources for staff and parents..... | |
| Appendix 3 Media Interviews..... | |
| Appendix 4 Self Assessment Emergency Incident Planning Checklist..... | |
| Appendix 5 Signs of Stress | |
| Appendix 6 Suggested procedures for mail handling | |

Appendix 7 Counter Terrorism Protective Security Advice *for Education*
Appendix 9 Critical Incident or Event Log Sheet
Appendix 10 Post Incident Checklist.....

Introduction

It is the responsibility of the Headteacher and the Governing Body to:

- Have in place a plan for providing remote education and responding to a major emergency
- Keep it up to date
- Ensure that the relevant people are aware of its existence, contents and implications for themselves.

In responding to an incident the aim should always be to ensure:

- Rapid and appropriate action is taken
- Accurate information is provided
- Normal provision routines are maintained as far as possible, giving continuity to pupils
- Immediate, sensitive and non-intrusive support is offered
- Records of incidents are kept and relevant risk assessments updated.

Definition

‘an event – or events- usually sudden, which involve experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences’.

In the case of the current COVID-19 pandemic this plan can be put into action immediately if:

· There's a local outbreak and you are asked to close temporarily for most pupils e.g. during the initial school closures in March 2020; or

· Individuals or groups of pupils need to self-isolate, but the rest of the school is still open

Support can be accessed via: <https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/critical-incidents,-bomb-threats-and-national-security->

Contingency Planning for serious disruptive events or emergencies

This document is designed to ensure that as far as possible, any emergency the school may face, will be dealt with efficiently and speedily, thus limiting hazardous, dangerous and distressing circumstances.

An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school and the Diocesan Multi-Academy Trust operating under normal conditions, and requiring the assistance of the Emergency Services and/or Suffolk County Council and others.

In 2020 and again in 2021, COVID-19 (the Coronavirus) pandemic, required educational providers to respond quickly to mitigate the impact of: the pandemic threat, isolation and lockdown which led to the need to swiftly implement procedures for the management of the risk of infection and ensure educational provision could continue. Subsequent government plans during this period continued to rapidly change which created the need for Hintlesham and Chattisham CofE Primary School to

continue to review and adapt operations to ensure education for its pupils and support for staff could be provided.

With an uncertain future, the Headteacher and Governing Body have created this contingency plan to ensure that we have considered and planned for a variety of disruptive or emergency scenarios.

Examples of such incidents impacting on the academy could include:

- Pandemics (e.g. Coronavirus) with a local or national outbreak causing a full or partial closure
- Other types of public health threat e.g. meningitis, hazardous substances
- Buildings becoming unusable due to snow, floods, fire, asbestos, heating or electricity failure
- Building collapse
- A serious injury or death involving one or more staff or students as a result of violence, accident, self-harm and/or sudden/traumatic illness
- A violent incident - terrorism, hostage scenario, civil disturbance including riots and/or civil disorder.
- Natural and/or man-made disaster
- Terrorism
- Missing person(s)/abductions.
- An intruder on site
- Severe weather such as floods, high winds, extreme storms, etc.
- Significant technology failure which removes internal/external communications or capability
- Loss or significant shortage of staff as the result of any of the above disruptive events

These incidents might occur:

- On the school site during working hours
- On pupil transport
- Whilst the pupils are taking part in activities off-site
- On school premises as part of the after-hours activities
- Within the local community involving pupils from the school

Other events may also be deemed to be emergencies in the school because of the impact they have on teachers, students or other staff, sometimes for a protracted period of time. Such events could be:

- An incident in the community which is seen or experienced by the students or staff
- An incident affecting relatives of students and which is known about within the school
- An incident affecting a nearby school.

An incident is declared to be a critical incident following consultation between Headteacher, Governing Body and Diocesan Director of Education within the Multi-Academy Trust (Jane Sheat). If there is any doubt it is always better to consult and err on the side of caution and declare an incident critical.

Critical Services or Activities

| Critical Service/Activity | Recovery Time Objective | Service Details In particular – what should be maintained or recovered in the event of disruption. | Responsible Person |
|------------------------------------|-------------------------|--|--|
| Teaching | 1 week | Deliver the requirements of the National Curriculum (Foundation to Key Stage 2) incl. the duty to provide 190 days education. | Headteacher |
| Teaching Support | 2 weeks | Assist in the education of pupils and running of establishment services. | Headteacher |
| Maintain site safety and security | 1 day | Provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care requirements, health and safety legislation etc. | Headteacher |
| Catering | 1 week | Provision of free school meals to national standards. | VERTAS |
| Administration | 2 weeks | Administer key administrative functions, e.g. admissions, correspondence, financial management etc. | Office Manager |
| Records | 2 weeks | The keeping of suitable records in relation to staff/pupils and general administrative functions, e.g. pupil attendance. | Office Manager |
| Cleaning | 2 weeks | Carry out general cleaning such as toilets, waste collection and removal | VERTAS – Caretaking and Cleaning |
| Property and Equipment maintenance | 1 month | Ensure the long-term functionality of all buildings plant and equipment | Headteacher in consultation with Corporate Property Advisor & MAT Property Advisor |
| Extended Services | 1 month | After school clubs | Office Manager |

3 Key Steps

The school will ensure that the following 3 steps are implemented and that these are reviewed and acted upon:

1. **Preventative Controls** – wherever possible, we will look to prevent disruptive events at source for example, providing vaccinations against known diseases.
2. **Risk Mitigation** – not all risks can be removed, but the likelihood of them happening or the damage caused if they do can be mitigated, for example, through the provision of staff training to improve awareness of potential risks such as data protection training.
3. **Implementation of our Contingency plan:** through having preplanned for a variety of issues, we will ensure rapid 'Response' to manage the incident itself, 'Continuity' which will include risk assessment to support the school in maintaining operations as far as possible and 'Recovery' to support operations in returning to normal.

Good Preventative Practice

Curriculum

We will address sensitive issues such as death, bereavement and serious injury as appropriate within the general curriculum. Therefore students will not have to address these issues for the first time following a critical incident. These issues may be covered through studies in R.E., Geography, History, PSHE and circle time sessions. When a significant period of curriculum time has been lost and online learning has not been sufficient or appropriate, a recovery curriculum will be implemented to address children's well-being, mental health and any key aspects of learning gaps which may have been identified.

Pastoral Support

We will continue to provide an atmosphere of support and trust amongst our pupils and parents, and opportunities for them to talk and share their feelings. The school will signpost families to relevant support bodies where appropriate. The PSHE and Mental Health lead (Victoria Greenwood) in conjunction with the SENDCo and ELSA trained staff will facilitate pastoral care e.g. nurture groups, friendship groups, Lego, Drawing for Talking and one to one therapeutic counselling to support pupils. The Headteacher, ELSA lead, Mental Health and PSHE Lead will support staff as a result of a serious event or emergency where reasonable and signpost support where relevant e.g. Employee Assistance Programme.

Behaviour Policy

As a positive measure to ensure our students' safety, our behaviour policy applies off-site as well as within the school boundaries. The policy is regularly reviewed and updated.

Training

We will, when appropriate, brief or train all relevant staff groups on their role in the prevention, management and response to incidents or emergency events. We will also ensure staff are trained on appropriate technology to support the delivery of this contingency plan.

Security

We will employ effective security measures to prevent unwelcome visitors entering the school site and leave the site secure out of school hours. The alarm will be serviced annually, and drills will be practised termly.

Planning for Trips and Visits

We will follow DfE guidance when planning and organising school visits (see our Educational Visits policy).

Administrative Practices

- We will ensure all staff wear visible School ID and sign in and out from the site.
- We will maintain a list of all pupils and staff with next of kin contact details held centrally both electronically and hard copy.
- We will operate a signing in and out procedure for all visitors and volunteers.
- We will follow 'track and trace' procedures, should this be relevant to the incident or event.
- We will complete registers promptly at the beginning of each morning and afternoon session. Names of pupils who are late or leave Hintlesham and Chattisham CofE Primary School early will be recorded.
- We will ensure critical incidents which impact on attendance are logged in SIMS via the lesson monitor exceptional circumstances register.
- We will maintain an inventory of equipment held on site in accordance with LEA guidelines.
- We will display details of emergency evacuation procedures in key areas of the school site, induct staff and volunteers to fire safety/ critical incident procedures.
- All supervising adults on off-site trips or visits will carry details of the members of the party and a list of contact numbers (including the other adults' mobile phone and school/ LEA and MAT emergency contact numbers).
- We hold RPA insurance which covers all academy visits.
- MAT wide Business Continuity Insurance – this is covered under the RPA scheme

Health and Safety

- All relevant policies will include reference to health and safety procedures and how these relate to the teaching and organisation of the subject. This is particularly pertinent for P.E., D.T. and Science.
- We will follow HSE guidance on the testing and maintenance of equipment, fixtures and fittings. All electrical, PE and firefighting equipment will be inspected and tested annually.
- We will follow regulations for the storage and security of potentially hazardous substances and chemicals.
- We will conduct regular health and safety checks on the buildings and site, with any potential dangers being reported and dealt with.

Possible Disruptions

| Possible Disruption | Impact (A) | Likelihood (B) | Risk Rating (A x B) |
|---|------------|----------------|---------------------|
| Loss of staff (industrial action, flu pandemic, seasonal flu etc) | 3 | 5 | 15 |
| Loss of premises – partial or total (fire, flood etc) | 4 | 2 | 8 |
| Loss of utilities (power, water, sewerage, oil, phones) | 4 | 3 | 12 |
| Loss of ICT (server failure, power, virus, cyber-attack, theft of hardware etc) | 3 | 3 | 9 |
| Local hazards in the area, road traffic accidents etc. | 3 | 3 | 9 |

| | | | |
|----------------|---|---|---|
| Severe Weather | 2 | 4 | 8 |
|----------------|---|---|---|

The purpose of this list is to identify the disruptions that should have action cards (higher risk rating) and those which do not (lower risk rating).

Impact – how serious the disruption might be as a result of this threat.

1 – Insignificant

2 – Minor

3 – Moderate

4 – Major

5 – Catastrophic

Likelihood – the chances of this threat happening.

1 – Rare

2 – Unlikely

3 – Possible

4 – Likely

5 – Almost Certain

Pandemic or Public Health Threat

A pandemic or public health threat defined as "an occurrence or imminent threat of an illness or health condition, caused by bio terrorism, epidemic or pandemic disease, or (a) novel and highly fatal infectious agent or biological toxin, that poses a substantial risk of a significant number of human fatalities or incidents or permanent or long-term or long-term disability (WHO/DCD, 2001)' may impact the daily operations of Hintlesham and Chattisham CofE Primary School.

The declaration of a state of public health threat or emergency, permits the government or local authority to suspend regulations, change the functions of agencies, and provide directions as to approaches required. As such the following details our plans in response to this threat, to ensure continuity and support recovery.

Baseline Measures

1. Staff should continue to test twice weekly at home, with lateral flow device (LFD) test kits, 3 to 4 days apart. Testing remains voluntary but is strongly encouraged.
2. Those who test positive should isolate, take a confirmatory polymerase chain reaction (PCR) test, and continue to isolate if the result is positive. Schools and colleges will need to be prepared to implement high-quality blended learning arrangements so that any child who is well enough to learn from home can do so.
3. Under-18s, irrespective of their vaccination status, and double vaccinated adults will not need to self-isolate if they are a close contact of a positive case. They will be strongly advised to take a PCR test and, if positive, will need to isolate. 18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. Further guidance for close contacts of someone who has tested positive and lives in the same household, and for those who do not live together is available.

4. All education and childcare settings should continue to ensure good hygiene for everyone, maintain appropriate cleaning regimes, keep occupied spaces well ventilated, and follow public health advice on testing and managing confirmed cases of COVID-19.
5. All settings should continue their strong messaging about signs and symptoms, isolation advice and testing, to support prompt isolation of suspected cases. Settings should also continue to encourage vaccination uptake for eligible students and staff.

School Risk Assessment- This is a working document that is updated in line with current guidance to ensure that the school can remain open with effective learning taking place as safely as possible. The school Risk Assessment is written in consultation with staff and governors and available on the school website.

Schools should also ensure the following:

Ipswich and St. Edmundsbury Multi-Academy Trust – when to consider extra action

The DfE operational guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. For most settings, it will make sense to think about taking extra action if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting. The thresholds, detailed below, will be used as an indication for when to seek public health advice if the school is concerned.

For most education and childcare settings, whichever of these thresholds is reached first:

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

Identifying a group that is likely to have mixed closely will be different for each setting. Examples are available for each sector, but a group will rarely mean a whole setting or year group.

All settings should seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19.

This can be done by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements.

Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.

Process in the event of a local or national outbreak

If nationally or locally e.g. a whole authority or ward or educational provision sees a spike in infection rates that is resulting in localised community spread of a disease such as Coronavirus, the Trust and Hintlesham and Chattisham CofE Primary School will work closely with appropriate authorities to decide which measures to implement to help contain the spread. The Department for Education and/or Public Health England will be involved in decisions at a local and national level affecting a geographical area, and will work closely with the Trust and Hintlesham and Chattisham CofE Primary School to support our settings to follow the health advice. Public Health England health

protection team or Suffolk Local Authority may advise a school or number of schools to implement further measures or in extreme cases close temporarily to help control transmission.

When the thresholds are reached, the school will review and reinforce the testing, hygiene and ventilation measures we already have in place.

The school will seek additional public health advice if we are concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements.

A director of public health or an HPT may give settings advice reflecting the local situation. In areas where rates are high, this may include advice that local circumstances mean that the thresholds for extra action can be higher than set out above. If they judge that additional action should be taken, they might advise the school to take some or all of the other measures described in this document, for example, extra testing, face coverings, limiting visitors in school.

Where a staff member has tested positive for COVID-19, education and childcare settings do not need to routinely contact the NHS Self Isolation Service Hub to provide details of close contacts.

Individuals or identified groups self-isolating

Where individuals or groups of pupils are self-isolating either in response to contracting the virus outside of the school or in response to the school's safety procedures as outlined in the Risk Assessment (available on the school website) where an individual or group may have been identified as at risk; remote education will be provided.

School Closure

In the event of closure which may be due to a pandemic or public health threat including the identification of hazardous substances, parents/cares will be informed via Parentmail, the Hintlesham and Chattisham HSA WhatsApp group and information will also be available on our website.

Closure due to staff absence

It is possible that for a period of time, Hintlesham and Chattisham CofE Primary School will be open but a higher than normal number of staff may be absent. If high staff absence does become the case, we will do everything we can to remain open, but on the grounds of health and safety we may have to take the decision to close. This decision would be made with support of the Ipswich and St. Edmundsbury Multi Academy Trust and would be a last resort as education remains a school, MAT and Government priority.

Ensuring Continuity during a Pandemic or Public Health Threat

To ensure continuity remote learning access will be available via our Google Classrooms learning platform and additional learning platforms which include White Rose (maths), Hamilton, BBC Bitesize and Oak Academy. These may be supplemented by other resources on the DfE suggested Home Learning resource list. The school will provide hard copies of the relevant CGP targeted resources or other Google Classroom resources if parents are unable to access these remotely. This will provide pupils with opportunities to engage with learning at home and access their daily lessons virtually wherever possible. Parents/Carers will be provided with detail of how to support their child in accessing this platform and turning in the work. This platform has been chosen in response to parent feedback, to provide an experience during virtual learning that more fully mirrors that of their actual classroom experience. This platform will also allow for individual feedback to move the learning forward of each pupil. We will provide work on Google Classroom within 24 hours of school closure/ being informed of a particular group, or individual, that is required to study at home.

Remote education support

Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring pupils to remain at home, remote education will be available. Remote learning will be delivered in line with the school's Online Safety Policy and other relevant policies e.g. Teaching and Learning Policies.

In developing and continuing to improve upon our remote education, the school will:

- ensure our remote education has a clear sequenced curriculum which supports learners in accessing high-quality online and offline resources/ teaching videos, and is linked to our curriculum expectations.
- ensure that resources provided to students are age and stage appropriate and supports their learning needs.
- ensure staff are trained in the use of our online education platform
- ensure our online learning platforms are used across the school in order to allow for interaction, assessment and feedback and to support pupil progression.
- ensure that pupils who do not have access to the internet and are classed as vulnerable and disadvantaged (specifically, care leavers, children and young people with a social worker, and disadvantaged children in KS2) will have access to laptops through the DfE funding opportunity. These children will also be actively encouraged to attend the Keyworker and Vulnerable children provision provided in school.
- provide printed resources, such as textbooks and workbooks, for students who are not eligible for laptops/tablets or for safeguarding reasons cannot have access to the internet.
- work with families to support our learners in accessing remote/home learning without causing undue distress for our most vulnerable and complex learners, particularly those in Early Years.

Hintlesham and Chattisham CofE Primary School pupil's wellbeing will be monitored through regular class teacher phone calls, monitoring by the Senior Leadership Team and for identified vulnerable students for example, LACs or individual children/ families not engaging with the school learning additional support is provided through contact from the Headteacher/Designated Safeguarding Leader as often as required. This is usually either weekly or fortnightly depending on each family's circumstances.

Planning and Delivery of Remote Education

When planning remote learning, the teachers will:

- Plan a program that is of equivalent length to the core teaching pupils would receive in the school and ideally including daily contact with teachers. As a minimum this will be:
Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
Key Stage 2: 4 hours a day
- Set learning tasks in line with each pupil's timetable, so that they have meaningful and ambitious work each day in a number of different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.
- Teachers must avoid an over-reliance on long-term projects or internet research activities and consider the extent of resources available to pupils within their homes.
- Provide frequent, clear explanations of new content/skills, delivered either directly by a teacher or through high quality curriculum resources and/or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable assessment tasks

- Regularly check work and monitor progress in line with Marking and Feedback policies
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Work in partnership with parents to support a flexible approach that supports the demands on parents for help or support.

Safeguarding and Remote Education

Statutory guidance on online safety can be found in Annex C of 'Keeping Children Safe in Education' and in Hintlesham and Chattisham CofE Primary School's Child Protection and Safeguarding Policy. These must be read and adhered to by all staff prior to engaging in the delivery of remote education. Parents/Carers should also be supported in understanding e-safety and how to effectively monitor their child's use of the internet and online activity. Appendix 2 provides further detail of resources which can be shared with parents/carers.

Recovery after a Pandemic or Public Health Threat

After any event, the Headteacher and Governing Body, supported by the DMAT, will evaluate and address any issues to support recovery. This may require consideration of pupil or staff 'wellbeing', including physical, emotional and mental health; any potential impact on education, building and site condition or financial health.

For periods of lost learning where remote access or other learning resources could not be accessed; teachers will need to assess their students' core abilities upon their return to determine if direct interventions are needed or if gaps can be addressed through the core curriculum offer or Catch-Up Funding intervention planning. Quality First Teaching will remain the priority to ensure that interventions are kept to the minimum. This will be completed in a timely fashion.

Emergency Response Teams

Hintlesham and Chattisham CofE Primary School EMERGENCY RESPONSE TEAM

| | | |
|-------------------------|------------------------|-------------|
| Headteacher | Mrs Debbie Jackson | 07709294078 |
| Office Manager/Bursar | Mrs Sally Gooderham | 07843772327 |
| Paediatric First Aiders | Mrs Lisa Death | 07920445624 |
| | Mrs Victoria Greenwood | 07944100567 |
| | Mrs Sarah Knuckey | 07786622908 |
| Caretaker | Mr Michael Chenery | 07923879562 |
| IT Technician Services | Mr Luke Frost | 07796988739 |
| Chair of Governors | Mrs Deborah Bennett | 07872907879 |

Ipswich and St. Edmundsbury Multi-Academy Trust EMERGENCY RESPONSE TEAM

| | | |
|------------------------------------|------------------|-------------|
| CEO | Mrs Jane Sheat | 07884232231 |
| Head of School Improvement | Mrs Heather Hann | 07879472257 |
| Trust Business and Finance Manager | Mrs Sue Howe | 07468477274 |
| Buildings Officer | Mr Daniel Jones | 07920050407 |

Emergencies and urgent incidents (excluding overseas travel)

Headteacher – Mrs Debbie Jackson

Email: djackson@hintleshamchattisham.suffolk.sch.uk

Phone: 07709294078

DMAT trustees and Directors will be involved in any decisions that require full or partial closure of provisions.

EMERGENCY ACTION LIST - Headteacher

Stage 1 – Initial Actions by Headteacher

- Open and continue to maintain a personal log of all factual information received, actions taken and the time of those events. (See Appendix 7 for Log Sheet).
- Make every effort to clarify exactly what has happened.
- Then consider whether incident requires involvement of emergency services and Suffolk support team, it is requested that initial contact be always made with Suffolk in emergencies in case they have wider significance.
- If so, refer to the procedure for alerting the council Appendix 3.
- Establish whom they will contact.

If during term time

- Unless there is overwhelming pressure, avoid closing the school and endeavour to maintain normal routines and timetables.
- If the incident does attract Media attention, you are likely to be inundated with requests for interviews and statements. Try to postpone media comment until after contacting the DMAT or the LA's Media team arrive, or you have discussed arrangements with them on the telephone. If you cannot, see Appendix 2 for some key points to remember.

If outside term time (or outside working hours)

- Arrange for:-
 - The Caretaker or alternative key holder to open certain parts of the school as appropriate and to be available (and responsive) to requests.
 - Immediate Academy Administration support.
- Think about what you are wearing when you go into school, in case you are unavoidably drawn into a TV interview.
- If the incident does attract Media attention, you are likely to be inundated with requests for interviews and statements. Try to postpone media comment until after you have contacted the DMAT, or the LEA's Media team arrive, or you have discussed arrangements with them on the telephone. If you cannot, see Appendix 3 for some key points to remember.

NB: It is especially important that if names of those who may have been involved in the incident are known **DO NOT** release – or confirm – them to anyone, before those identities are formally agreed and next of kin are informed.

- If deputising for the Headteacher, try to contact and brief them ASAP.
- Inform Chair of Governors and Jane Sheat CEO -Of incident and, if appropriate, of involvement of Suffolk Support Team. They should standby to be available for interview by the Media
- Call in the designated members of the Emergency Response Team who will be aware of their duties
- Be prepared to receive many telephone calls

Stage 2 – Once established

Brief On Site Co-ordinator to oversee the following:-

- Arrange for On Site facilities for the team.
- Agree appropriate identification of staff by using badges
- Set up arrangements to manage visitors – arrange for their names to be recorded
- Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls by ensuring –
 - Sufficient help is available to answer the many calls that could be received
 - Maintain records of all calls received

- Brief, but up to date prepared statements are available to all staff answering phones
 - Media calls are directed to the Media Officer
 - Care is taken when answering telephone calls
 - An independent telephone is made available for outgoing calls only
 - Telephone staff are reminded some calls could be bogus
- To arrange for all staff not just teaching staff to be called in and if necessary, briefed at an early stage. Subsequent briefings should be arranged.
 - To be aware how colleagues are coping
 - To arrange for students to be told, in simple terms, at an early stage, ideally in small groups and by class teachers wherever possible.
 - To brief team to discourage staff and students from speaking to the Media
 - To arrange, if appropriate, for team members to each have a copy of the Next-Of-Kin list.

Parents:

- If students are involved, the contacting of parents will be an important early task (remember if it is a major incident, the parents may well have already heard). It may be appropriate to ask the parents to come to the school for a briefing and support. This will need to be done with the utmost care.
- Maintain regular contact with the parents.
- If the incident is away from school seek Police advice whether parents should travel to the scene, or whether children should be taken home.
- Consider sending a letter to all parents to include brief details of the incident, current situation, impact on the school/DMAT, (i.e. closure period, partial relocation, etc.), expected duration of temporary arrangements, contact point for further details.

Staff

- Remember to have regular breaks and advise others to do so.
- Maintain regular contact with staff (teachers and office staff). Make a point of seeing that all staff involved know each other's roles and responsibilities.
- Always try to think of something positive to say to staff and respond positively to ideas and suggestions
- Be available to see staff when required.
- Remember some members of staff may be so affected, that they will not be able to help in supporting the children
- Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need professional support
- If the incident is away from school, try to dissuade shocked staff from driving parents to the scene.

Stage 3 – Period following the close of the incident

- When appropriate, seek advice from Suffolk and local clergy contact on special Collective Worship/funeral/memorial services.
- Prepare joint report with Jane Sheat Diocesan Director of Education.
- Arrange for a member of staff to make contact with any students either at home or in hospital.
- Make sensitive arrangements for the return to school (as appropriate).

Stage 4 – Longer term issues

The effects of some incidents can continue for years. Thought will need to be given to:-

- Work with staff to monitor pupils informally
- Clarify procedures for referring pupils for individual help

- Be aware that some staff may also need help in the longer term, i.e. stress counselling for staff
- Recognise and if appropriate, marking anniversaries
- Remember to make any new staff aware of which students were affected and how they were affected
- Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the academy
- Remember if the incident does attract Media attention, it is likely that interest will continue for many weeks
- Be aware of the needs of parents and pupils, i.e. counselling

EMERGENCY ACTION LIST – Emergency Response Team

Stage 1 – Initial Actions by Emergency Response Team

- Obtain full facts from Headteacher
- Open and continue to maintain a log of all information received, actions taken and the time of those events
- Compile details of any casualties
- Assist, where appropriate, in assessing the emotional needs of staff and pupils
- Co-ordinate rapid action to sensitively inform staff and pupils to provide appropriate support.
- Assist class teachers who will undertake classroom briefings
- Co-ordinate and liaise with the emergency services once they arrive
- Arrange special groups for very distressed children
- If coming from home, remember to bring useful items such as any keys needed

Stage 2 – Once Established

- Assist and support the Headteacher as directed
- Remember the school office is likely to be the first point of contact for visitors, so exercise caution in making comments/ allowing access
- Concerning incoming telephone calls
 - Take special care when answering telephone calls early on
 - Maintain a record of calls received
 - Only give out information from prepared statements that will be made available
 - Remember that some calls could be bogus

Stage 3 – Period Following Close of the Incident

- As above

Appendix 1 Useful Resources for staff and parents

Resources to Support with home education:

DfE has produced a quality assured list of remote education resources:

[DFE resources to support online education resources for home learning](#)

[Home Education tips for parents](#)

Safeguarding while online:

Refer to the E-Safety Policy. The following resources may also prove supportive for staff and parents in managing online safety:

[UK Safer Internet Centre](#)

[National Online Safety](#)

[ThinkUKnow](#)

Appendix 2 Media Interviews

Points to note with media interviews:

- Have another person with you, if possible, to monitor the interview. If possible, agree an interview format i.e. establish what the interviewer wants to ask.
- Be prepared to think on your feet, but try to decide beforehand what you want to say. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot comment.
- Don't over-elaborate your answers.
- Refuse requests for photos or schoolwork of children/staff involved.
- Try to keep a grip on your emotions during interviews- especially if it is TV.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.

Appendix 3 Emergency Incident Planning Checklist



Department
for Education

Self-Assessment Emergency Incident Planning Checklist

The checklist below sets out critical information which should be included in your plans as a minimum. If you have answered **NO** to any of the questions below you should review your plans/arrangements and consider developing them. Any residual risks should be recorded and managed appropriately.

| Critical/Emergency Incident Planning | Yes/No | Comment/Action |
|---|--------|----------------|
| Site and building security checklist | | |
| Are your buildings secure during operating hours? | | |
| Can public access be restricted? | | |
| Are your identification arrangements robust? | | |
| Do you have a process for dealing with a security alert? | | |
| Do you regularly review your security arrangements? | | |
| Site plan | | |
| Does your plan clearly mark all points of entry? | | |
| Does your plan include locations of hazardous chemicals, gas / electric / water shut of valves? | | |
| Does it clearly indicate safety equipment such as fire extinguishers, evacuation chairs etc? | | |
| Does your plan clearly identify safe zones / lockable rooms? | | |
| Does your plan indicate which areas are covered by CCTV? | | |
| Is your plan regularly reviewed? | | |
| Business Continuity plans | | |
| Do these arrangements identify critical activities? | | |
| Do these arrangements identify contingency arrangements? | | |
| Are these arrangements reviewed (at least every 12 months) plus following activation and/or implementation? | | |
| Have these arrangements been tested/exercised in the last 12 months? | | |
| Do they include a Communications Plan? | | |

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| Do they include a Short-term loss or shortage of staff or skills plan? | | |
| Do they include information about how a closure or partial closure of the premises / facilities would be managed? | | |
| Do they include a how you would manage a technology failure? | | |
| Do they include information about Suppliers and Contractors failure? | | |
| Have these arrangements been tested? | | |
| Are these arrangements regularly reviewed? | | |
| Evacuation plans | | |
| Are Incident Control Offices and deputies clearly identified? | | |
| Do these arrangements include on-site evacuation point(s)? | | |
| Do these arrangements include alternative off-site evacuation point(s)? | | |
| Are these arrangements regularly reviewed (at least every 12 months) and following an incident? | | |
| Are these arrangements regularly tested? | | |
| Do your Bomb Alert plans include | | |
| Do these arrangements include on-site evacuation point(s)? | | |
| Do these arrangements include alternative off-site evacuation point(s)? | | |
| Does your plan include Bomb Threat and Suspicious Package procedures? | | |
| Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations? | | |
| Have these arrangements been tested? | | |
| Shelter (Evacuation) Plan | | |
| Do the arrangements include designated rooms? | | |
| Do they include actions to mitigate the risk of harm/injury? | | |
| Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations? | | |
| Have these arrangements been tested? | | |
| Lockdown plan | | |
| Do the arrangements include designated rooms? | | |
| Do they include actions to mitigate the risk of harm/injury? | | |

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| Do they include information about equipment that could be used as a weapon? | | |
| Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations? | | |
| Have these arrangements been tested? | | |
| Post Incident Support Checklist | | |
| Do your arrangements clearly identify sources of help | | |
| Do your arrangements include communication plans? | | |
| Do your arrangements include how you would support students, parents/carers and staff | | |

| Summary | Yes/No | Comment/Action |
|--|---------------|-----------------------|
| Do you ensure that the following groups are aware of all of the above plans? | | |
| Staff (inc Volunteers) | | |
| Governors | | |
| Students | | |
| Contractors | | |
| Visitors | | |
| Do you ensure that the following groups are suitably trained to respond to incidents and emergencies? | | |
| Staff (inc Volunteers) | | |
| Governors | | |
| Students | | |
| Contractors | | |
| Is this training/information regularly reviewed including following activation/implementations of any of the above plans/arrangements? | | |
| Is refresher training undertaken regularly? | | |

Appendix 4 Signs of Stress

SIGNS OF STRESS

Physical Processes

Feeling cold
“wobbly”
Heart pounding/palpitations
Throat constriction
Dry mouth
Trembling
Feeling or being sick
Headache
Shallow breathing
Needing to go to the toilet

Mental Processes

Poor concentration
Poor memory
Difficulty in making decisions
Sleep disturbance
Making silly mistakes
Instability
Irritability
Reduced sense of humour
Inability to relax
Feeling helpless
Irrational behaviour or acting out of character

Persistent or troublesome symptoms need help

Appendix 5 Suggested procedures for mail handling

Suggested Procedures For Mail Handling

- ✓ All staff who regularly handle the mail must be trained to look for suspicious mail and make a threat assessment
- ✓ Staff should fully understand and be able to practice the procedure required in the event a suspicious package arrives or on opening mail a suspicious substance is released
- ✓ Have a means of communication, ideally a telephone, so the response procedure can be activated without the staff having to travel any great distance to activate the response or summon professional help
- ✓ Have an evacuation procedure in place

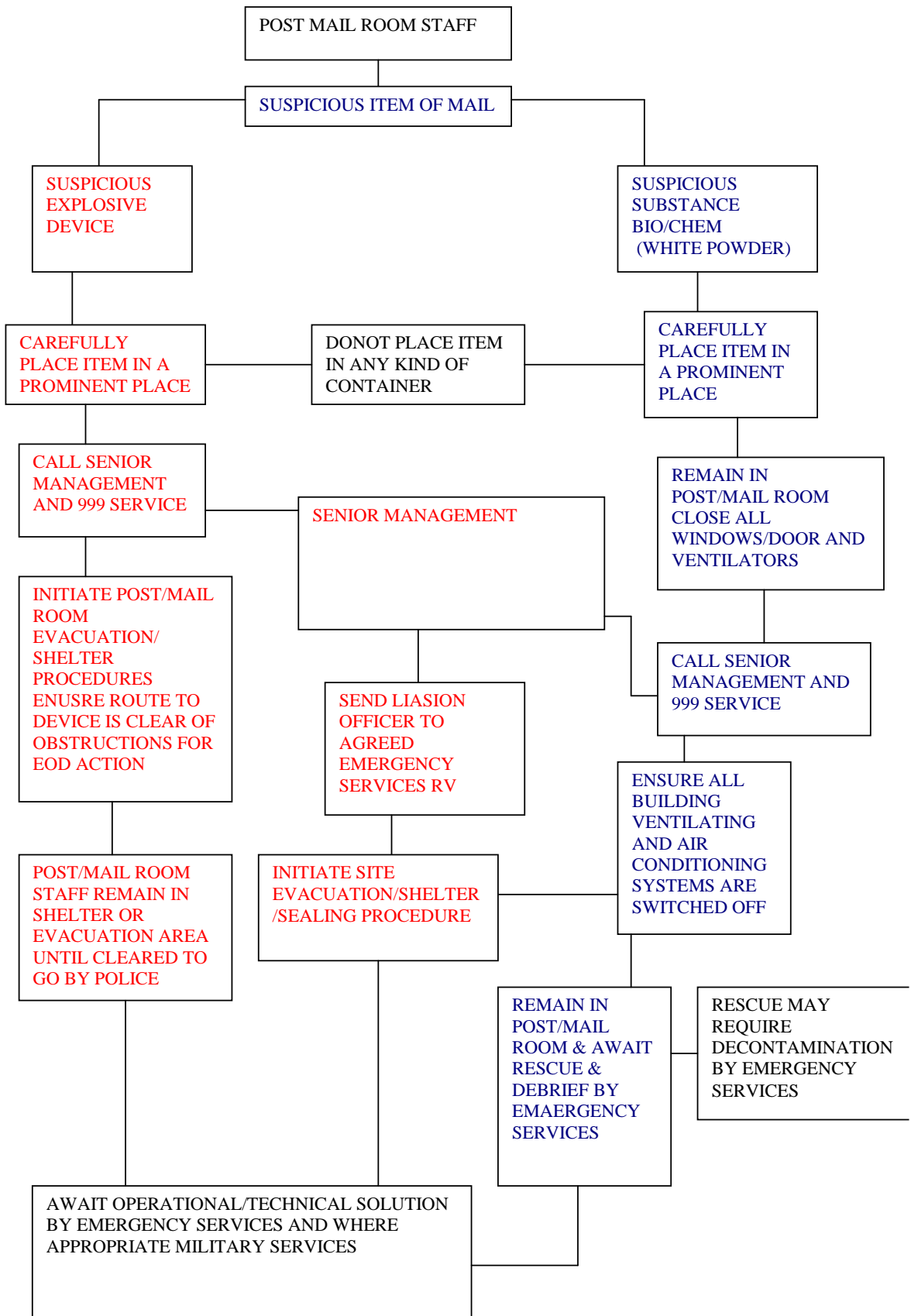
Suspicious Signs

- ✓ Incorrectly addressed with no return address
- ✓ Come from an unknown source, have unusual postmarks
- ✓ Have irregular shapes
- ✓ Be unusually heavy for the size of envelope or package
- ✓ Be unusually heavy at one end
- ✓ Possibly have an unusual smell
- ✓ Be discoloured / stained or have an oily/greasy appearance
- ✓ Feel oily or greasy to the touch
- ✓ Possibly have a powdery residue on the surface

Threat Assessment

- ✓ Check to whom the item is addressed. Is she or he a high profile person
- ✓ Check with the addressee that the item is expected and is what they are expecting and from where it should come
- ✓ If possible, check the return address or company address by telephone to check item originated from them
- ✓ If possible, check with the senders what the item is and any associated hazards

If after carrying out threat assessment you are still suspicious follow the flow chart procedure for postal incidents



Appendix 6 Counter Terrorism Protective Security Advice for Education

produced by

NaCTSO

National Counter Terrorism Security Office

Good practice checklists

The following checklists are intended as a guide for those who manage security at education institutions to assist them in identifying the hazards and risks associated with counter terrorism planning.

They are not however exhaustive and some of the guidance might not be relevant to all institutions.

The checklists should be considered taking the following factors into account:

- Have you consulted your, Counter Terrorism Security Advisor, Police Security Co-ordinator, local authority and local fire and rescue service?
- Who else should be included during consultation - e.g. Highway Manager, Open Space Manager and Landowner?
- Which measures can be implemented with ease?
- Which measures will take greater planning and investment?

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| Do you have a Business Continuity and emergency response plan? |
| Do you regularly review and update your plans? |
| Have you concerned firearm and weapon attacks in your plans? |
| Are your staff trained in activating and operating your plan? |
| Have you prepared an emergency 'Grab Bag'? |
| Do you have access to an alternative workspace to use in an emergency? |
| Are your critical documents adequately protected? |
| Do you have copies of your critical records at a separate location? |
| Do you have contingency plans in place to cater for the loss/ failure of key equipment? |
| Do you have sufficient insurance to pay for disruption to business, cost of repairs, hiring temporary employees, leasing temporary accommodation and equipment? |
| Have you reviewed the use and location of all waste receptacles in and around your establishment, taking into consideration their size, proximity to glazing and building support structures? |
| Do you keep external areas, entrances, exits, stairs, reception areas and toilets clean and tidy? |
| Do you keep furniture to a minimum to provide little opportunity to hide devices? |
| Are unused offices, rooms and function suites, marquees locked or secured? |
| Do you use seals/locks to secure maintenance hatches, compactors and industrial waste bins when not required for immediate use? |
| Are your reception staff and deputies trained and competent in managing telephoned bomb threats? |
| Have you considered marking your first aid/firefighting equipment as institution property and checked it has not been replaced? |
| Do you prevent all vehicles from entering goods or service areas directly below, above or next to pedestrian areas where there will be large numbers of people, until they are authorised by your security? |
| Do you have in place physical barriers to keep all but authorised vehicles at a safe distance and to mitigate against a hostile vehicle attack? |
| Is there clear demarcation identifying the public and private areas of your institution? |
| Do your staff, including contractors, cleaners and other employees wear ID badges at all times when on site? |
| Do you adopt a 'challenge culture' to anybody not wearing a pass in your private areas? |

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| Do you insist that details of contract vehicles and the identity of the driver and any passengers requiring permission to park and work in your institution are authorised in advance? |
| Do you require driver and vehicle details of waste collection services in advance? |
| Do all business visitors to your management and administration areas have to report to a reception area before entry and are they required to sign in and issued with a visitors pass? |
| Are visitors' badges designed to look different from staff badges? |
| Are all visitors' badges collected from visitors when they leave? |
| Does a member of staff accompany visitors at all times while in the private or restricted areas of your institution? |
| Do you constantly monitor your CCTV images or playback overnight recordings for evidence of suspicious activity? |
| Do you have an active response to your CCTV monitoring programme? |
| Do you have your CCTV cameras regularly maintained? |
| Do the CCTV cameras cover the entrances and exits to your institution? |
| Have you considered the introduction of ANPR to complement your security operation? |
| Do you have CCTV cameras covering critical areas in your institution, such as IT equipment, back-up generators, cash offices and restricted areas? |
| Do you store the CCTV images in accordance with the evidential needs of the police? |
| Could you positively identify an individual from the recorded images on your CCTV system? |
| Are the date and time stamps of the system accurate? |
| Does the lighting system complement the CCTV system during daytime and darkness hours? |
| Do you regularly check the quality of your recordings? |
| Are your 'contracted in' CCTV operators licensed by the Security Industry Authority (SIA)? |
| Have you implemented operating procedures, codes of practice and audit trails? |
| Is each CCTV camera doing what it was installed to do? |
| Do you exercise your search plan regularly? |
| Do you carry out a sectorised, systematic and thorough search of your premises as a part of routine housekeeping and in response to a specific incident? |
| Does your search plan have a written checklist - signed by the searching officer as complete for the information of the Security Manager? |
| Does your search plan include toilets, lifts, restricted areas, car parks and service areas? |
| Have you considered a vehicle search regime at goods/service entrances that is flexible and can be tailored to a change in threat or response level? |
| Do you conduct random overt searches of vehicles as a visual deterrent? |
| Do concessionaires, sub-contractors and other service providers operating within the institution have their own search procedure with notification to event management when complete? |
| Have you considered a visitor search regime that is flexible and can be tailored to a change in threat or response level? |
| Do you make use of your website/publications to inform contractors, visitors, of your searching policies as well as crime prevention and counter terrorism messages? |
| Do you have a policy to refuse entry to any vehicle whose driver refuses a search request? |
| Are your searching staff trained and properly briefed on their powers and what they are searching for? |
| Are staff trained to deal effectively with unidentified packages found within the institution? |
| Do you have sufficient staff to search effectively? |
| Do you search your evacuation routes and assembly areas before they are utilised? |
| Is evacuation part of your security plan? |
| Is 'evacuation' into a protected space part of your security plan? |
| Have you sought advice from a structural engineer to identify protected spaces within your building? |
| Do you have nominated evacuation / 'evacuation' marshals? |
| Does your evacuation plan include 'incident' assembly areas distinct from fire assembly areas? |
| Have you determined evacuation routes? |
| Have you agreed your evacuation / 'invacuation' plans with the police, emergency services and your neighbours? |
| Do you have reliable, tested communications facilities in the event of an incident? |
| Have any disabled staff been individually briefed? |
| Do you have a review process for updating plans as required? |
| During recruitment you should require: |

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| Full name |
| Current address and any previous addresses in last five years |
| Date of birth |
| National Insurance number |
| Full details of references (names, addresses and contact details) |
| Full details of previous employers, including dates of employment |
| Proof of relevant educational and professional qualifications |
| Proof of permission to work in the UK for non-British or non-European Economic Area (EEA) nationals |
| Do you ask British citizens for: |
| Full (current) 10-year passport |
| British driving licence (photo licence) |
| P45 |
| Birth Certificate – issued within six weeks of birth |
| Credit card – with three statements and proof of signature |
| Bank card – with three statements and proof of signature |
| Proof of residence – council tax, gas, electric, water or telephone bill |
| EEA Nationals: |
| Full EEA passport |
| National Identity Card |
| Other Nationals: |
| Full Passport and a Home Office document confirming the individual's UK Immigration status and permission to work in UK |
| Identity Card for foreign nationals. Further information is available at www.gov.uk |
| Do you lock away all business documents at the close of the business day? |
| Do you have a clear-desk policy out of business hours? |
| Do you close down all computers at the close of the business day? |
| Are all your computers password protected? |
| Do you have computer firewall and antivirus software on your computer systems? |
| Do you regularly update this protection? |
| Have you considered an encryption package for sensitive information you wish to protect? |
| Do you destroy sensitive data properly when no longer required? |
| Do you back up business critical information regularly? |
| Do you have a securely contained back up at a different location from where you operate your business? (Fall back procedure) |
| Have you invested in secure cabinets for your IT equipment? |
| Do you consider "island Site" for VIP's in your planning phrase? |
| Do you consider extra physical and technical measures for High Profile Events? |
| Do you offer or plan for security VIP advice when travelling to and from your institution / event? |
| Do you have separate security arrangements for the care and retention of sensitive information and communications? |
| Do you have special arrangements for cancellation and/or evacuation during these events? |
| Are security access controls and security passes enhanced and details recorded? |
| Do you arrange special parking and evacuation routes for VIP's? |
| Are CTSA's and other important partners liaised with on regular basis? |



Appendix 8: Post Incident Support Checklist

It consideration is the health and wellbeing of all those involved and or affected by the incident or events. Where necessary schools should seek additional help from the Department and external organisations.

| Post incident support - assistance for students, parents / carers and staff | Completed Sign / time / date |
|---|---------------------------------|
| Identify students, parents/carers and staff who may be particularly affected by the incident. | |
| Consider requesting support from educational professionals and or other organisation (such as the Local Authority, Academy Trust, Samaritans, Teacher Support Network, NSPCC etc. that are suitably trained | |
| Offer students and staff the opportunity for psychological support and counselling. | |
| Ensure staff and students know that support is available and arrange access to these services as necessary. | |
| Ensure that staff and students have access to breakout areas where they can take timeout | |
| Consider how it is appropriate to debrief all staff and students, and by whom. | |
| Provide opportunities for students to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage students from talking about their experiences. Consider creating a safe space for students to record messages, and/or utilising IT. | |
| Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this. | |
| Make arrangements to express sympathy to those who have been hurt. Consider encouraging students to send cards / messages to those affected. | |
| Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention. | |
| Cancel or rearrange any events which are inappropriate. | |
| Be sensitive about the demands on staff and students (e.g. deadlines for coursework, imminent exams, duties and burdens) where appropriate consider deferring/cancelling activities. | |
| Send a communication (letter/email) to debrief parents / carers with information about: the nature of the incident, action taken, arrangements for support, what further actions the school/college is taking (i.e. lessons learned), who they can contact to discuss further | |
| Provide parents / carers with appropriate updates and information | |
| Do not make public any sensitive / confidential information about individuals | |
| Consider organising an event for parents / carers to discuss any issues or concerns they might have. | |
| If students or staff who were particularly affected by the incident leave school/college consider notifying the headteacher of the new school/college ensuring confidentiality and sensitivity | |
| Ensure that new staff and students are aware of the incident, and how it affected the school/college community. | |
| Follow return to work / school/college procedures to make returning to school/college as easy as possible | |
| Ensure that the appropriate support is in place for as long as necessary | |

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| Additional consideration should be given to: |
| Funeral arrangements and religious activities |
| Remembrance activities and memorials, including how it is appropriate to mark anniversaries etc |
| Support families and the local community if affected by the incident (e.g. community events, fund raising). |
| Any media activities |
| Any building works including and security or safety improvements |
| Review of appropriate policies and procedures |