



[ACADEMY NAME]

Business Continuity Plan Incorporating Incident Reporting and Management

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Electronic copies of this plan are available from	
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Location of emergency pack(s)	
Date of next review	dd/mm/yyyy (Annual)
Person responsible for review	

Distribution list

Copy No.	Plan Holder	Job Title	Issue date
1.			
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At least one copy of the plan held off-site should include contact details of pupils and parents / guardians. If required, staff and governors should have a copy of the plan which can be referred to both during academy hours and outside academy hours (including holidays and when on educational visits). All versions of the plan, including hard copies and electronic versions, must be controlled. Hard copies will need to be locked away, if possible, when unattended and electronic versions should be password protected.

Do not give any contact details or sensitive information to the media, students, parents, guardians or members of the public.

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1. Critical Activities Summary

This plan will be activated in the event of a critical incident or an emergency. A log book must be kept with this plan at all times.

Key points about the academy	
Age range of students	Number of students
Size and location of campus	Number of staff
Type of academy (e.g. Primary)	Risk of flooding Yes / No
Public Information Zone of a Control of Major Accidents Hazard (COMAH) Yes / No	

CRITICAL Academy Activity	Requirements Consider the resources required for the critical activities	When Required						Comments
		4 Hrs	24 Hrs	24 – 48 Hrs	1 Weeks	2 Weeks	1 month	
Teaching								
Safeguarding Children								
Catering								
Access to ICT								
Examination Centre								
Other(s)								

2. Incident Management Structure

Level One (Strategic) - Senior Emergency Management Team (SEMT)

Name	Position	Contact details	Role in an incident
[complete as appropriate]	Exec./Head Teacher		[complete as appropriate]
	Deputy Head/Head of Academy		
	Chair of Governors		
	Business/Finance Manager		
	Caretaker/Premises Manager		
	Pastoral Care Lead		
	Other(s)		

The people above will take overall responsibility for managing an incident and they will be the main liaison point for the co-ordinating group (see below). Roles allocated should include:

- Business Continuity Manager (likely to be the Head Teacher or pre-agreed nominee)

- Business Continuity Coordinator (and Deputy to BCM) (often Business/Finance Manager)
- Communications (e.g. Emergency Services Liaison, Trust Liaison)
- Press and media liaison
- Media management
- Resources
- Welfare
- Business continuity
- Log-keeping.

Level Two (Tactical) – The Co-ordinating Group

Name	Position	Contact details	Role in an incident
[complete as appropriate]	Representative(s) from the SEMT		[complete as appropriate]
	Departmental heads		
	Trust Central staff		Comms/insurance/premises
	Building Maintenance rep		
	Other		

The Co-ordinating Group is responsible for:

- General management and coordination
- Liaison with Emergency Services, Trust
- Advising and supporting operational staff 'on the ground' in their decisions
- Keeping a detailed log of the incident
- Presenting options to the SEMT
- Liaising with teachers, teaching assistants, emergency services staff (if relevant) and building maintenance staff.

When this plan is invoked, all staff must be notified as soon as possible. The appendices to this document comprise our Incident Management Plan.

3. Emergency Response Checklist

This page should be used as a checklist during the emergency.

Task	Completed (date, time, by)
Actions within 24 hours:	
Liaise with emergency services	
Start of log of actions and expenses undertaken (see section 5)	
Inform the relevant member of Trust/DoNESC (see Appendix A2.2)	
Identify and quantify any damage to the organisation, including staff, premises, equipment, data, records, etc	
Identify which critical functions have been disrupted (use section 1)	
Convene those responsible for recovering identified critical functions, and decide upon the actions to be taken, and in what time-frames (use section 1)	

Provide information to: <ul style="list-style-type: none"> • Staff • Suppliers and customers • Insurance company • Other(s) 	
Daily actions during the recovery process:	
Convene those responsible for recovery to understand progress made, obstacles encountered, and decide continuing recovery process	
Provide information to: <ul style="list-style-type: none"> • Staff • Suppliers and customers • Insurance company • Other(s) 	
Provide public information to maintain confidence in the organisation and keep relevant authorities informed	
Following the recovery process:	
Arrange a debrief of all staff and identify any additional staff welfare needs (e.g. counselling) or rewards	
Use information gained from the debrief to review and update this business continuity management plan	

Include a plan of your premises (for use by emergency services) showing locations of:

- Main water stop-cock
- Switches for gas and electricity supply
- Any hazardous substances
- Items that would have priority if salvage became a possibility

4. Emergency Pack Location and Contents

As part of the recovery plan for the organisation, key documents, records and equipment are held off-site at **[insert location]** in an emergency pack. This pack may be retrieved in an emergency to aid in the recovery process. The contents of the emergency pack comprise the following:

Documents:

- A copy of this plan, including key contact details
- Insurance policy

Records:

- Computer backup information
- Financial records

Equipment:

- Spare keys
- Torch and batteries

5. Actions and Expenses Log

This form should be used to record decisions, actions and expenses incurred in the recovery process. This will provide information for the post-recovery debriefing and help to provide evidence of costs incurred for any claim under an insurance policy.

Date/time	Decision / action taken	By whom	Costs incurred

Appendix 1 – Notification of Incident & Initial Action

A1.1 Notification of Incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / guardian, member of the public, the emergency services, and the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in appendix 2.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....

.....

.....

Details of incident:

.....

.....

.....

Where is the informant now and where are they going?

.....

.....

People affected (including names, injuries, where they are, where they are being taken to):

.....

.....

.....

What arrangements are in place for people not directly involved in the incident?

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

- | | |
|---|--|
| <input type="checkbox"/> Head Teacher | <input type="checkbox"/> Fire & Rescue Service |
| <input type="checkbox"/> Academy staff | <input type="checkbox"/> Ambulance Service |
| <input type="checkbox"/> Governors | <input type="checkbox"/> Local authority |
| <input type="checkbox"/> Pupils | <input type="checkbox"/> Health and Safety Executive |
| <input type="checkbox"/> Parents / guardians | <input type="checkbox"/> Foreign & Commonwealth Office |
| <input type="checkbox"/> St Benet’s/DoNESC Central Team | <input type="checkbox"/> Media |
| <input type="checkbox"/> Diocese Press Officer | <input type="checkbox"/> Insurance company |
| <input type="checkbox"/> Extended services | <input type="checkbox"/> Trade union |
| <input type="checkbox"/> Police | |

Does anyone else need to be informed?

.....

.....

.....

Are any other actions required?

.....

.....

.....

+ If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.

Name of educational visit leader:

Number of pupils on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

.....

.....

.....

If the incident happened abroad, does the Foreign & Commonwealth Office need to be notified?

.....

.....

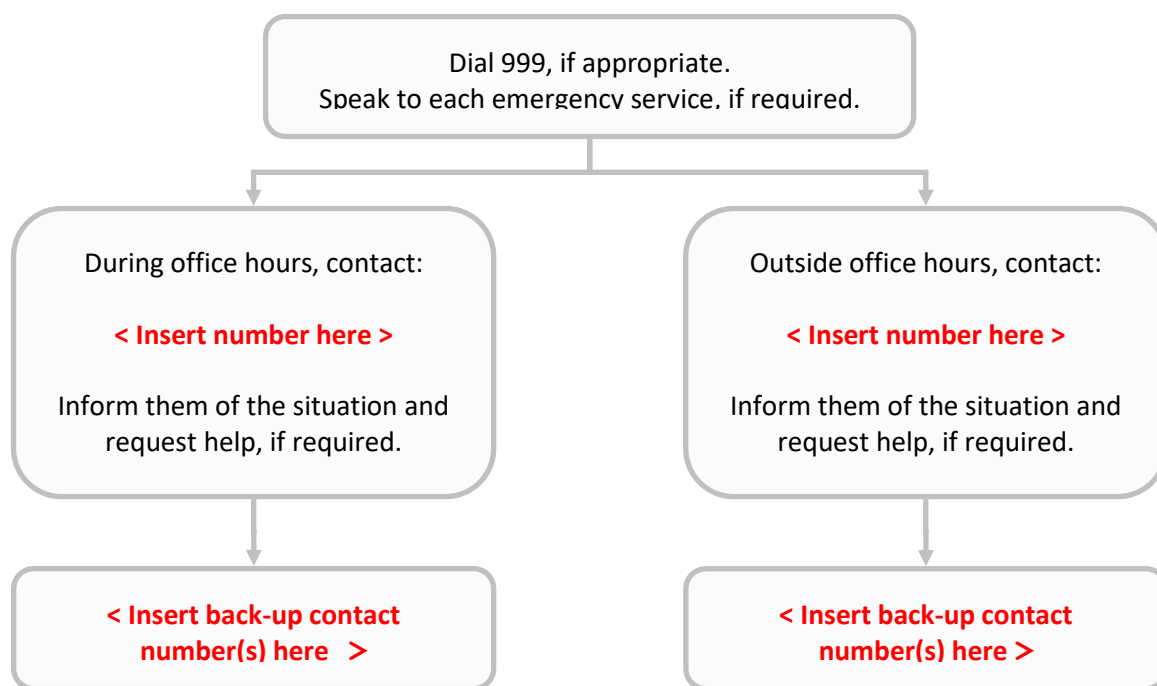
.....

A1.2 Initial action

Immediately inform the Head Teacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- Assess the situation and establish a basic overview of the incident.
- Take immediate action to safeguard pupils, staff and visitors.
- Attend to any casualties and administer first aid, if appropriate.
- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.



These contact details should only be used in an emergency. Do not give them to the media, pupils, parents / guardians or members of the public.

- **Fetch any equipment that may prove useful (e.g. first aid kit, emergency pack).**
- **Log all communications and actions.**
- **Notify academy staff. Consider assembling an Academy Senior Emergency Management Team (SEMT) to assist with the response.**
- **Refer to the list of emergency contact numbers for additional support if required.**
- **Where possible, avoid closing the academy and try to maintain normal routines.**
- **If the press call to take their name, contact details, where they are calling from (e.g. EDP or Radio Norfolk/Suffolk) and what they want to discuss and what for (e.g. pre-record interview, live radio interview). State that their call will be returned - call Diocese Press Officer and pass on all the information and discuss how to move forward.**

Appendix 2 – Contact Details

A2.1 Academy information

Academy details	
Name of academy	
Type of academy	
Academy address	
Academy operating hours (including extended services)	
Approximate number of staff	
Approximate number of pupils	
Age range of pupils	

Office contact details	
Office telephone number	
Office fax number	
Office email address	

Useful websites	
Academy website / extranet	
DNEAT	www.dneat.org
St Benet's MAT	www.stbenets.org
Local Authority	www.norfolk.gov.uk
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

A2.2 INCIDENTS AND HIGH PRIORITY INFORMATION FOR IMMEDIATE REPORTING TO ST BENET'S

It is important that the Trust is kept informed of the following incidents and operational threats as the employer responsible for the pupils and staff in our care. In the event of an emergency where a 999 call is the first priority, this must be carried out and then the central team at St Benet's/Diocese of Norwich Education Services Company (DoNESC) contacted.

Operational Threat	Please contact the following person
Premises	SEE KEY BELOW
Building Loss – partial or complete (Fire, flood etc.)	1.
Third party denial of access to premises – short term	1.
Utilities/energy supply failure	1.
Evacuation due to nearby incident	2.
Lockdown due to nearby incident	2.
Procedure	
Phone and ICT communications loss	4.
Finance process breakdown- payments to staff and suppliers fail	3.
Bad weather closure (after NCC report) and prolonged closure	4.
Media contact/bad news story likely to break	2.
Terrorist threat (after police informed)	2.
Unlawful removal of child from premises (after police informed)	2.
People	
Serious injury/death of pupil or staff	2.
Accidents/incidents/near miss	1.
Reportable diseases e.g. scarlet fever	2.
Sickness of staff leading to possible closure	4.
Key supplier failure (Catering, transport etc.)	4.

Within normal working hours Monday – Friday 8:00-5.00pm please contact the following person/s according to the key above:

1. DoNESC Head of Estates
2. Trust Chief Executive Officer
3. DoNESC Financial Controller
4. Trust Executive Office

Out of hours emergency please contact the Trust CEO or where in place the Emergency / Out of Hours phone

A2.3 Contact Details - Academy Staff, Governors and Trust/DoNESC Staff

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)

A2.4 Contact Details - Extended Services

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)

A2.5 Contact Details – Trust / Local Authority **Note:** Download the “Local Authority Numbers for Section A2.4 of the Business Continuity Plan” PDF from the County Council website to help you complete this page if you do not have the numbers to hand.

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number				
Children’s services				
Media / communications				
Property				
Transport				
Catering				
Educational visits				

Emergency planning				
Health and safety				
Risk / insurance				
Legal				
Human resources				
Educational psychology				
Occupational health				

A2.6 Contact Details - Local Radio Stations

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. name / type of organisation, type of show [e.g. live interview], reporter's deadline)

For all press and media enquiries please contact the Trust CEO

A2.7 Contact Details - Other Organisations

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		
Hospital				

Insurance company				
Trade union				
Supplier (transport)				
Supplier (catering)				
Supplier (cleaning)				
Supplier (temporary staff)				
Utility supplier (gas)				
Utility supplier (water)				
Utility supplier (electricity)				
Utility supplier (heating)				
Telecommunications				
Teacher Support Network		<p>England: 08000 562 561 (24 hour)</p> <p>Wales: 08000 855 088 (24 hour)</p> <p>Scotland: 0800 564 2270 (24 hour)</p>		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

A2.8 Contact Details - For Completion During An Emergency

This table should be left blank so it can be used to record additional contact details during an emergency.

Name	Contact details	Notes

A3.1 Action Card - Co-ordination

Ref	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / guardians ▪ Consider how parents / guardians and pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant Academy Senior Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / guardians ▪ Governors ▪ Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (see appendix 1 and appendix 4 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for academy staff involved in the response.	
C25	Represent the academy at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the academy emergency plan.	
C27	Consider contacting the Head Teachers of nearby academies to inform them of any important issues relating to the incident.	

A3.2 Action Card - Business Continuity

Please refer to appendix A5 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none">▪ Loss of utility supply▪ Loss of supplier▪ Loss of premises▪ Loss of personnel▪ Loss of telecommunications.	
BC2	Establish what effect the emergency will have on the operation of the academy. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the academy premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the academy open and try to maintain normal academy routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy academies, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / guardians are informed of any changes to the academy routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with academy staff and other organisations to restore the usual academy routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

A3.3 Action Card - Communications

Please refer to appendix A11 for more information on communication arrangements.

Ref	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the academy answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have. Inform Diocesan Director for Education. Where appropriate, inform Diocese Press Officer/give contact details of Diocese Press Officer to academy if needed.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / guardians ▪ Governors ▪ Diocese Press Officer ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / guardians (see appendix 11). Ensure that records of calls made to parents / guardians are maintained.	
CO7	Liaise with the Trust CEO about contacting local press.	
CO8	Update the academy answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / guardians*. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. <p>*Consider asking Trust /DoNESC CEOs to review as these do sometimes get sent to the press</p>	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / guardians and Trust CEO.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	

CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date and has been approved by the Trust CEO / Head Office.	
------	---	--

A3.4 Action Card - Log-keeping

Please refer to appendix A17 for more information on log-keeping.

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref'	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the academy.	

Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

A3.5 Action Card - Media Management

Please refer to appendix A12 for more information on media considerations.

Ref	Media management - initial response	Tick / sign / time
M1	<p>Seek support from the Trust or DoNESC CEO in responding to media requests. The Diocese Press Officer will liaise with other organisations (e.g. emergency services, local authority).</p> <p>When speaking with the press and media the aim is to ensure that the reporting is:</p> <ul style="list-style-type: none"> - Within the law (this is especially important to remember as if something is reported which we are not allowed to say this could have negative impacts upon court proceedings etc) - Accurate - Not condemnatory to the Church or the Trust 	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the academy site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary. Inform Trust CEO of all amendments.	
M3	Designate a specific area for the media away from the main entrance to the academy, so they do not prevent or intimidate people entering and leaving the site. Liaise with the Trust CEO to organise this.	
M4	Develop a brief media statement with the Trust CEO (designed to provide reassurance) on behalf of the academy. Information given must be limited until the facts are clear and all parents / guardians have been notified. There must not be any speculation.	
M5	Discuss with the Trust CEO who an appropriate member of staff would be to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Trust or DoNESC CEO or the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media. Never agree to be interviewed without first discussing with the Trust or DoNESC CEO. If you are asked to be interviewed or give a statement take the name, contact details and organisation they are calling from, and when their deadline is and let them know you will call them back. Then call the Trust or DoNESC CEO to discuss the next steps.	

Ref	Media management - ongoing response	Tick / sign / time
M7	Refer all press and media enquiries/requests to the Trust or DoNESC CEO. All communication with the press and media and who speaks to the press and when must be agreed by the Trust or DoNESC CEO.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	

M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the Trust or DoNESC CEO before being released. The Diocesan Press Officer will liaise with the emergency services (and other organisations as appropriate) to ensure that all statements are legal and appropriate.	
M10	All staff should direct all press and media enquiries to the Trust or DoNESC CEO and nothing should be said or speculated. All statements to the press must come from the nominated spokesperson via the Trust or DoNESC CEO.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones/social media).	

Ref	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

A3.6 Action Card - Resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the academy without hindrance. Consider sending a member of staff to the academy entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	<p>Work with other staff and the emergency services to control access to the academy:</p> <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	<p>Establish safe and secure areas to assist the response. E.g.:</p> <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / guardians ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the academy.	
R8	Ensure the academy site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

A3.7 Action Card - Welfare

Please refer to appendix A17 for more information on log-keeping.

Ref	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / guardians, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> Those with Special Educational Needs (SEN) Those with medical needs Those with Personal Emergency Evacuation Plans (PEEPs) Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	

Ref	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / guardians. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave academy.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Ref	Welfare - recovery	Tick / sign / time
W9	Please refer to appendix 1 and appendix A4 for information on welfare arrangements and post incident support after the emergency response.	

A3.8 Action Card - Educational Visit Leader

Ref	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Head Teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / guardians have been informed.	
E11	Do not discuss legal liability with others.	

Ref	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	

E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Head Teacher (or nominated emergency contact) about arrangements for notifying parents / guardians and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> Records of expenditure Medical certificates / hospital admission forms Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / guardians have been notified.	
E23	Ask the Head Teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 1 and appendix 4 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

Appendix 4 - Welfare & Post Incident Support

Our welfare lead in the event of an incident is: [insert name here]

Ref	Post incident support - assistance for pupils and parents / guardians	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the academy library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / guardians before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / guardians with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the academy ▪ Who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / guardians.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / guardians.	
P12	Consider organising an event for parents / guardians to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave academy (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of their new academy.	

Ref	Post incident support - general actions	Tick / sign / time
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P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate eg LA Critical Incident Team. Request pastoral support from local clergy/chaplain.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / guardians a suitable date for returning to academy after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the academy day. 	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. 	

Ref	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the academy.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	

P28	<p>Consult parents / guardians sensitively about funeral arrangements. Try to establish if representatives from the academy will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ A senior member of staff attending the funeral on behalf of the academy ▪ If staff and pupils can be allowed time off academy to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations ▪ Closing the academy on the day of the funeral as a mark of respect (but noting the impact this will have on parents / guardians normally at work). 	
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Ref'	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the academy:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	
P31	<p>Discuss with governors, staff, parents / guardians, pupils and the Trust CEO how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
P32	<p>Be aware of renewed media interest near anniversaries of the event and keep the Trust or DoNESC CEO informed.</p>	

Appendix 5 - Business Continuity

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Examination papers			
Asset registers / equipment inventories			
Insurance documentation			

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Contact details			
Financial information			
Medical information			

Remote learning	Notes / instructions
Website / extranet	
Email	
Post	

Appendix 6 - Site Information

Utility supplies	Location	Notes / instructions
Gas		
Water		
Electricity		
Heating		

Internal hazards	Location	Notes / instructions
Asbestos		
Chemical store(s)		

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

Appendix 7 - Evacuation & Relocation Arrangements

Signals	
Signal for fire evacuation	
Signal for bomb evacuation	
Signal for all-clear	

Assembly points - fire evacuation	
Fire evacuation assembly point A	
Fire evacuation assembly point B	

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	
Bomb evacuation assembly point B	

If the academy has been evacuated and pupils are not able to return to academy (or go home) it may be possible to relocate temporarily to another building (e.g. buddy academy or place of safety).

Pre-identified buddy academy / place of safety / rest centre	
Name of premise	
Type of premise	
Contact name and details of key holder(s)	
Address	
Directions / map	
Estimated travel time (walking, with pupils)	
Estimated travel time (by coach, with pupils)	
Capacity	
Capacity (sleeping)	
Facilities / resources	
Notes	

Appendix 8 - Shelter

Signals	
Signal for shelter	
Signal for all-clear	

Upon hearing the shelter signal, take the action below.

Ref	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the academy building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / guardians of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

Appendix 9 - Lockdown

Signals	
Signal for lockdown	
Signal for all-clear	

Lockdown	
Rooms most suitable for lockdown	
Entrance points (e.g. doors, windows) which should be secured	
Communication arrangements	<ul style="list-style-type: none">▪ Two-way radios▪ Classroom telephones▪ Mobile phones▪ Instant messaging / email▪ Other.
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the academy should seek to evacuate the rest of the site.

Ref	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the academy building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none">▪ Block access points (e.g. move furniture to obstruct doorways)▪ Sit on the floor, under tables or against a wall▪ Keep out of sight▪ Draw curtains / blinds▪ Turn off lights▪ Stay away from windows and doors.	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

Appendix 10 - Academy Closure

Ref	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> ▪ Partially opening the academy to some pupils ▪ Asking a buddy academy for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 2. It may be appropriate to inform: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / guardians ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
SC5	If the closure takes place during the academy day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside academy hours, at least one member of staff should be present at the academy entrance at the beginning of the academy day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the academy is likely to be closed for a significant period of time, consider the actions below.

Ref	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / guardians, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the academy remains closed for an extended period of time.	
SC10	Ensure the security of the academy premises.	
SC11	Put in place arrangements for remote learning (please see appendix 5).	

Appendix 11 - Communications

Designated telephone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls		

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> ▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the academy site?
Academy website / extranet	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to edit the website? ▪ Can it be updated remotely or only from the academy site? <p>* Note: Discuss potential amends with Diocese Comms Team where possible</p>
Text messaging system	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to use the text messaging system? ▪ Can it be used remotely or only from the academy site?
Local radio stations	<ul style="list-style-type: none"> ▪ Instructions for reporting academy closures.
Telephone tree	
Sign at academy entrance	
Newsletter	
Email	
Letter	
Academy notice board	

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils		
Parents / guardians		
Governors		
Extended services		

Appendix 12 - Media Considerations

Our Media lead and Spokesperson is [insert name here]

Our Deputy Media lead and Spokesperson is [insert name here]

The room designated for media briefings and press personnel is [insert venue here]

Our alternate room is [insert venue here: offsite if possible]

Templates for press holding and pupil and parent briefings are kept [insert location]

General advice/before the Trust Communications representative arrives (if applicable):

- **It is preferable that no member of staff will talk to any journalist regarding the 'incident/case' on or off the record before the Diocese Press Officer/spokesperson arrives**
- No member of staff will talk to journalists alone. Rather, they will be accompanied by a colleague who can note what is said.
- Staff talking to the press will provide nothing more or less than the facts.
- Staff will provide a prepared statement rather than an interview.
- A later time to undertake an interview/issue a further statement will be arranged and this will be honoured.
- Personal information will not be released.
- No liability or blame will be apportioned.

Other than the Head Teacher and media lead/spokesperson the rest of the Senior Academy Emergency Management Team (SEMT) will not normally be directly involved in media communications

Consider drafting a template media holding statement as part of this BCMP which can be used in the initial stages of an incident until the Trust Communications representative arrives (if necessary). This will be followed up with a more detailed statement as soon as possible. Additionally, consider using the template briefing for staff and parents / guardians (see appendix 13). Both of these will be amended to suit the situation.

In the event of a major incident the academy will hold media briefings in cooperation with external agencies involved to keep the media updated. These briefings will be organised by the Academy Senior Emergency Management Team (SEMT) and fronted by Trust /DoNESC / SEMT spokesperson.

Factual news releases may also be issued to support the process of informing members of the public with a direct interest in the incident.

Advice: The reason for the rest of the Senior Academy Emergency Management Team (SEMT) getting less involved with the media is to ensure that they have time and space to take an overall strategic view of the incident as a whole.

In general, it is useful for the spokesperson to already have a good understanding of the incident and experience dealing with the media. The spokesperson role should be his or her top priority for the duration of the incident. The deputy will also need to be briefed in case the lead is unavailable.

Appendix 13 - Sample Staff and Parent / Guardian Briefing

Below is a sample staff and parent briefing statement, this should be amended to reflect the type of incident.

You will be aware of the recent incident that has affected our academy. We are currently working closely with the Local Authority to ensure that disruption is kept to the minimum possible. However, as you will appreciate, some disruption to how we work will continue for a while and I ask for your patience and help during this difficult time. For the immediate future we have made the following arrangements, which will come into effect from **[INSERT DATE]**.

As from today we will be using **[INSERT LOCATION]** as the academy office:

Please note that our contact numbers are:

[INSERT TELEPHONE NUMBER]

[INSERT FAX NUMBER]

You will, no doubt, hear all sorts of information from various sources. Any information not provided by the academy or the Local Authority must be treated with considerable caution. We will provide updated information as frequently as possible both via the board at the entrance to the academy and a weekly update letter to every family.

Thank you for your support and understanding in what has been a difficult time for all of us.

Yours sincerely,

Head Teacher

Appendix 14 - Bomb Threats

+ If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.

Time of call:	Telephone number you were contacted on:
.....

Exact wording of the threat:

.....

.....

+ Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.

Where is the bomb right now?	What will cause it to explode?
.....

When will it explode?	Did you place the bomb? If so, why?
.....

What does it look like?	What is your name?
.....

What kind of bomb is it?	What is your telephone number?
.....

What is your address?

.....

.....

+ Try dialling 1471. You may get information on where the phone call was made from.

Did dialling 1471 work?	Time the call ended:
.....

+ **Contact the Police (999) and Head Teacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

☐ Male

☐ Female

Approximately how old was the caller?

Did the caller use a codeword?

.....

.....

Did the caller have an accent?

Did the caller sound familiar?

.....

.....

What sort of voice did the caller have?

☐ Normal

☐ Well spoken

☐ Impediment

☐ Loud

☐ Poorly spoken

☐ Stutter

☐ Quiet

☐ Deep

☐ Lisp

☐ Whispered

☐ High pitched

☐ Slurred

☐ Clear

☐ Hoarse

☐ Other

☐ Disguised

☐ Nasal

At what pace did the caller speak?

☐ Normal

☐ Quick

☐ Slow

What manner did the caller have?

☐ Normal

☐ Upset

☐ Irritated

☐ Calm

☐ Angry

☐ Muddled

☐ Excited

☐ Rational

☐ Other

☐ Laughing

☐ Irrational

Were there any distinguishable background noises?

.....

.....

Notes:

.....

Appendix 15 - Suspicious Packages

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

Ref	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it. 	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Head Teacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

Appendix 16 - ICT Back Up

It is essential to maintain suitable ICT back up arrangements in order to prepare for, and recover from, any loss of information.

The Trust IT provider is responsible for supporting regular ICT back ups

Please describe here your back up procedures. Include how information is backed up, what information is included, how often it is saved, where it is stored and how information would be restored.

Advice: where the loss of information would cause difficulties for the academy, consider holding copies off-site.

Paper Records/Exam Papers etc

Some records may still be recorded on paper, including some coursework or written/oral exam papers.

[Insert name here] is responsible for maintaining paper records

[Insert name here] is responsible for examination/coursework procedures

Please describe here how you look after any essential paperwork. Include how information is stored, what types of critical information is included and any back up/mitigation procedures you have to ensure information is kept as safely as possible.

Appendix 17 - Log-Keeping Guidelines

The following is a guide of what and how to log information, decisions etc

- Notes should be clear, intelligible and accurate
- Notes should be in chronological order
- Include times, names and key decisions
- Include factual information
- Use plain and concise language
- Keeps records of any expenditure
- Mistakes should be ~~struck through~~, not overwritten. Do not use correction fluid
- Do not remove any pages.

Example:

	<i>Thursday, 19/05/2011</i>
<i>7.40pm</i>	<i>Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.</i>
<i>7.50pm</i>	<i>Rang Philip. Number engaged.</i>
<i>7.55pm</i>	<i>Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.</i>
<i>8.05pm</i>	<i>Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 388 07802 338 202.</i>
<i>8.20pm</i>	<i>Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).</i>
<i>8.40pm</i>	<i>Informed Anna Hughes (deputy Head Teacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the Diocese Press Officer.</i>