



# GMAT POLICIES

## *Critical Incident Management & Business Continuity Policy and Procedure*

**Greater Manchester Academies Trust**

# Revision Information

<b>This document has been approved for operation within</b>	All Trust Establishments
<b>Date of last review</b>	
<b>Date of next review</b>	
<b>Review Period</b>	2 Year
<b>Date of Trustee Approval</b>	
<b>Status</b>	
<b>Person Responsible for Policy</b>	
<b>Owner</b>	Greater Manchester Academies Trust
<b>Signature of Approval</b>	

Review Date	Changes Made	By Whom
	<ul style="list-style-type: none"><li></li></ul>	

*With you...for you...about you...*

## Policy Statement

General Definition A "Critical Incident" is any actual or alleged event or situation that creates a significant risk of substantial or serious harm to the physical or mental health, safety or wellbeing. of students and or

staff. Critical Incidents are immediately notifiable to the Executive Principal and/ or Headteacher of the related GMAT academy (where applicable).

Notifiable Critical Incidents may include events such as: (not an Exhaustive list)

- Serious Injury to Staff and or Pupils whilst on School premises.
- Serious Injury to Staff and or Pupils whilst on School trip or visit
- Missing Pupil or staff member.
- Death of pupil or staff member
- Medical Emergency (outbreak of reportable disease)
- Major Structural damage to academy premises.
- Closure of the Academy at the request of the local Authority, Law Enforcement agencies or Armed forces.
- Suicide Attempt by a Pupil or Member of Staff on or off Academy premises
- An incident that results in an unexpected need to Close the Academy

The purpose of this policy is to minimise the impact of critical incidents on the emotional and physical wellbeing of the Trust community through clear and timely communication.

### Scope and purpose

The policy covers the approach taken during any critical incident and emphasises importance of risk management before any event. The appendices are practical strategies to be used during any critical incident. The policy and procedures are adhered to by all senior leaders in the Trust, in the event of a critical incident, and have been created through consultation with the Trust's leadership group.

### Before an incident

Whilst GMAT can take every precaution against critical incidents, and some can never be planned for, the Trust understands the importance of being proactive and preparing for such events. Appendix 2 is the Trust Critical Incident Management Strategy and Plan.

The procedures highlight the importance of excellent and measured communication and the involvement of GMAT. The procedure makes clear the roles and responsibilities of key individuals during a critical incident. GMAT takes risk management seriously.

All aspects of safeguarding, are an absolute priority in all academies in GMAT. Under this policy each academy will have a Critical Incident Management Team with defined responsibilities (see Appendix 1).

Each academy conducts regular fire practices and lock downs and the effectiveness of this, and the plan, is reviewed by the senior team a minimum of three times each year.

### During an incident

Whilst no two incidents will be the same, some similarity in approach can be planned for. As soon as an academy becomes aware of any incident that might have an impact, the Headteacher, or Deputy Headteacher in their absence, should establish the facts and assess its significance for the academy.

At this point, the Critical Incident Management Plan will be triggered by the Headteacher. The key tasks are listed in the plan. As stated above, the emphasis is on clear and timely information and the need to minimise the psychological impact to all through a highly supportive and well organised response.

### After the incident

The aim of the work carried out in an academy during the following days, weeks and months is to help the immediate and broader community come to terms with the incident. A return to normal routine requires sensitive planning, timing implementation. All staff should monitor students' emotional well-being and be attentive to any on-going difficulties, particularly amongst those most directly affected and also vulnerable groups. Staff should also be mindful of the well-being of colleagues and report any concerns to the senior team. Some staff and students may need more support in adjusting to normal routines. A sensitive approach to encouraging this via home visits, rotas of support, phased returns may be implemented as appropriate.

Following any critical incident, the Trust will carry out a review. The review should consider the following questions.

- what went well?
- what was most /least helpful?
- were there any gaps?
- have all necessary referrals been made?
- is there any unfinished communication (e.g. insurance, press)?
- have all records been secured?
- have any training needs been identified?
- does the Critical Incident Management Plan need to be reviewed?

All leaders in the Trust will be prepared to lend support to any other academy in the Trust during and after a critical incident.

**Procedure**

PLAN DETAILS	
Date Written	
Plan Owner	
Plan Writer	
Review Schedule	6 monthly <input type="checkbox"/> Annually <input type="checkbox"/>
Date of Plan Review	
Date of Plan Exercise	
Plan Storage Details	

VERSION CONTROL		
Date	Change Details	Approver

1.0 PLAN PURPOSE AND SCOPE	
<b>Purpose</b>	To provide a flexible framework to manage the response to any school disruption or major incident, maintain essential school activities and recover from the incident quickly and efficiently.
<b>Plan Scope</b>	The following departments/sites are in scope of this plan: <span style="color: green;">[insert details]</span>
<b>Links to other Plans and Procedures</b>	<span style="color: green;">[Insert details of coordinated plans with partners, school extended community groups or suppliers, as appropriate]</span> <span style="color: green;">[Insert details of any documented procedures that support the operation of this plan]</span>
2.0 PLAN ACTIVATION	
<b>Circumstances</b>	This Academy emergency management Plan (AEMP) will be activated to manage the response to any incident causing significant disruption to normal school

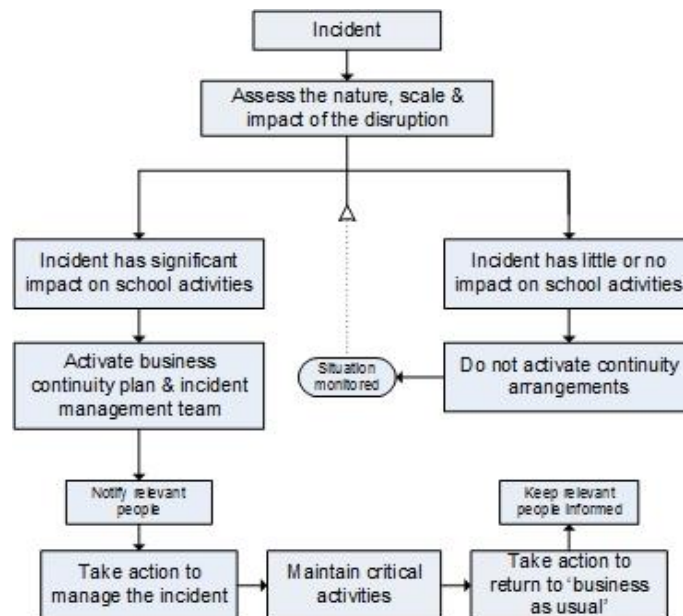
	<p>activity, particularly the delivery of time critical activities. Plan activation triggers may include:</p> <ul style="list-style-type: none"> <li>▪ Loss of staff or skills e.g. above normal levels of absenteeism due to illness/injury or other emergency scenarios such as severe weather preventing travel etc</li> <li>▪ Loss of critical systems e.g. ICT network disruption, telephony outage or power outage.</li> <li>▪ Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency where emergency service cordon would prevent access for a period of time or utilities failure meaning the building cannot safely operate.</li> <li>▪ Loss of a key resource such as an external supplier or partner vital to the delivery of a key activity, such as school meals or school transport.</li> </ul>
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### 3.0 INCIDENT REPORTING

Who?	Why?												
	<i>(note this is <b>not</b> an exhaustive list, communication will vary on the circumstances of the event)</i>												
Emergency Services	Call 999 if the incident needs an urgent emergency response If your incident relates to an imminent terrorist threat to life or property, please contact the Police on 999 or the Anti-Terrorist Hotline on 0800 789 321.												
Headteacher or Deputy	The Head is responsible for taking decisions on appropriate incident response e.g. whether business continuity arrangements should be activated and direct resources to respond. The Headteacher will normally be the 'Plan Owner' and will lead the incident management team.												
Board of Governors	The Board is responsible for overseeing strategic decisions in response to significant incidents in coordination with school senior management.												
Key stakeholders such as staff, parents/carers and partners	<p>If the incident is causing significant disruption, an appropriate message should be released to relevant stakeholders/partners detailing:</p> <ul style="list-style-type: none"> <li>▪ Event details and the impacts</li> <li>▪ Action being taken to respond to the incident</li> <li>▪ Estimated length of the disruption and return to business as usual.</li> <li>▪ When and how further information will be provided</li> </ul> <p>Consider the timeliness of any messages as well as the most appropriate channels and the sign-off process.</p>												
Manchester City Council	<table border="1"> <tr> <td>'Civil Emergency' Number</td> <td>0161 223 7222- available 24/7 365 days per year Can be used to report an emergency incident that puts people in immediate danger, such as a collapsing building or bridge, an explosion or severe flood. This should only be used in an extreme emergency situation; the Council's emergency control centre may be activated in response. Emergency services will also activate the emergency arrangements if they determine this is necessary.</td> </tr> <tr> <td>Media Response</td> <td>Jane Lemon Press Officer In office hours: 0161 234 3179/07798 947519 Press Office out of hours number: 07970 684136</td> </tr> <tr> <td>Significant Building Incident</td> <td>John Gill Risk and Resilience Manager In office hours: 0161 234 5272/079400 21598</td> </tr> <tr> <td>Serious accident or injury</td> <td>Simon Gardiner Health and Safety Manager In office hours; 0161 234 1897/07810 557473</td> </tr> <tr> <td>Extreme Weather (e.g. snow)</td> <td>Email: <a href="mailto:school.governance@manchester.gov.uk">school.governance@manchester.gov.uk</a> Ruth Bradbury School Governance Lead In office hours: 0161 219/ 6899/ 07983334607</td> </tr> <tr> <td>Information Security Breach</td> <td>Where advice is required in addition to the school's Data Protection Officer: Information Governance Team 0161 234 3654/1617/4221</td> </tr> </table>	'Civil Emergency' Number	0161 223 7222- available 24/7 365 days per year Can be used to report an emergency incident that puts people in immediate danger, such as a collapsing building or bridge, an explosion or severe flood. This should only be used in an extreme emergency situation; the Council's emergency control centre may be activated in response. Emergency services will also activate the emergency arrangements if they determine this is necessary.	Media Response	Jane Lemon Press Officer In office hours: 0161 234 3179/07798 947519 Press Office out of hours number: 07970 684136	Significant Building Incident	John Gill Risk and Resilience Manager In office hours: 0161 234 5272/079400 21598	Serious accident or injury	Simon Gardiner Health and Safety Manager In office hours; 0161 234 1897/07810 557473	Extreme Weather (e.g. snow)	Email: <a href="mailto:school.governance@manchester.gov.uk">school.governance@manchester.gov.uk</a> Ruth Bradbury School Governance Lead In office hours: 0161 219/ 6899/ 07983334607	Information Security Breach	Where advice is required in addition to the school's Data Protection Officer: Information Governance Team 0161 234 3654/1617/4221
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	Any other type of major incident and in the event that the above contacts are unavailable (e.g. terrorist attack, serious criminal activity, death of a pupil or staff member)	Amanda Corcoran, Director of Education (07717527747) Isobel Booter, Head of Quality Assurance and SEND (0774005731)
Public Health	In the event of a significant outbreak in a school, Public Health England (PHE), who lead the investigation and management of outbreaks and incidents, should be contacted. The Public Health England GM Health Protection Team can be contacted in/out of office hours: 0344 225 0562, Option 3.	

#### 4.0 INCIDENT RESPONSE FRAMEWORK



#### 5.0 INCIDENT MANAGEMENT

Initial response	<ul style="list-style-type: none"> <li>▪ Quickly assess, review and verify key facts</li> <li>▪ Survey the scene, ensure health and safety of pupils, staff and visitors</li> <li>▪ Risk assess situation - scale, severity impact and duration of the event</li> <li>▪ Notify emergency services as appropriate</li> <li>▪ Evacuate the building if necessary, or is it safer to stay? Consider assembly points/evacuation arrangements. Ensure recording processes are in place for staff/pupils leaving the site</li> <li>▪ Communicate according to criticality – notify and escalate as needed</li> <li>▪ Consider roles &amp; responsibilities needed to respond to the incident</li> <li>▪ Refer to experience from similar previous incidents where possible</li> <li>▪ Discuss, prioritise and disseminate actions</li> <li>▪ Ensure a log of key decisions and actions is started and maintained throughout the incident</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Where appropriate, record names and details of any staff or pupils that may have been injured or affected by the incident as part of your incident record keeping, including material losses</li> <li>▪ Assess the key priorities for the remainder of working day/next day and take relevant action</li> </ul>
Ongoing considerations for incident response, continuity and recovery	<ul style="list-style-type: none"> <li>▪ Welfare issues for those affected by the incident</li> <li>▪ How will you maintain your critical school activities? What are your key priorities? Will you need to close school? How quickly can it be re-opened?</li> <li>▪ Activate your contingency plans for a loss of staff, building, ICT, supply chain...</li> <li>▪ Incident monitoring and reporting</li> <li>▪ How will you return to 'business as usual'? Consider recovery and salvage if appropriate</li> <li>▪ Communications – staff, management, parents/carers, partners, public and the media, including social media. Engage Council Media Team as needed.</li> <li>▪ Reporting to Governors, Manchester City Council and other school stakeholders</li> <li>▪ Consider resourcing any out of hours response</li> <li>▪ Keep a log of key decisions and actions</li> <li>▪ Resources - short, medium and long term arrangements, availability and deployment. Depending on the incident, you may need additional/specific input from your external partners and suppliers.</li> <li>▪ Finance / insurance issues – protect vital assets and log all expenditure</li> <li>▪ Respond to any ongoing or long term support needs of staff and pupils</li> <li>▪ Ensure incident records are collated and stored securely</li> <li>▪ Carry out a post-incident debrief with staff and suppliers, partners as appropriate – document any learning from the incident and any actions to help prevent re-occurrence or mitigate risks and vulnerabilities</li> <li>▪ Review business continuity plan in light of incident learning</li> </ul>
<b>6.0 INCIDENT MANAGEMENT ROLES AND RESPONSIBILITIES</b>	
<b>Role</b>	<b>Responsibilities</b>
Incident Manager/ Incident Management Team	<ul style="list-style-type: none"> <li>▪ Determining overall response and recovery strategy</li> <li>▪ Activating and standing down incident response arrangements</li> <li>▪ Safeguarding the welfare of all pupils, staff, contractors and visitors</li> <li>▪ Ensuring key stakeholders are kept informed during an incident and in the recovery phase – pupils, parents/carers, staff, Local Authority etc</li> <li>▪ Prioritising the recovery of key activities disrupted by the event</li> </ul>
Incident loggist	<ul style="list-style-type: none"> <li>▪ Ensuring that all key decisions, supporting rationale and all actions taken in relation to the incident are recorded clearly, accurately and stored confidentially</li> <li>▪ Ensuring all incident records are collated and are able to withstand scrutiny e.g. Public Enquiry</li> </ul>
Caretaker/Facilities Management	<ul style="list-style-type: none"> <li>▪ Undertaking duties to ensure site security and safety in an incident</li> <li>▪ Advise on any issues relating to physical infrastructure of the building</li> <li>▪ Lead point of contact for any Contractors who may be involved in incident response</li> <li>▪ Support the incident management team in creating an inventory of any damaged assets/equipment when/if safe to do so</li> </ul>
First Aider	<ul style="list-style-type: none"> <li>▪ To ensure that the Emergency Services are immediately called when they are required to treat any casualties</li> <li>▪ To provide immediate first aid to casualties in line with training received to preserve life, prevent the condition getting worse and to promote recovery</li> <li>▪ To keep individuals as comfortable as possible until professional help arrives</li> </ul>
Fire Safety Responsible Person	<ul style="list-style-type: none"> <li>▪ Emergency evacuation and coordination</li> <li>▪ Point of contact, ability to provide floor plans to Fire Service</li> <li>▪ Invoking Personal Emergency Evacuation Plans (PEEPs)</li> <li>▪ Dynamic risk assessment</li> </ul>
<b>7.0 BUSINESS CONTINUITY STRATEGIES</b>	
Purpose	<ul style="list-style-type: none"> <li>▪ To ensure that time critical school activities are resumed as quickly as possible and/or continue to be delivered during the incident with pre-prepared or dynamic workarounds</li> </ul>



	<ul style="list-style-type: none"> <li>▪ To document alternative ways of working designed to maintain your critical school activities in the event of a disruption</li> <li>▪ To ensure alternative ways of working have been agreed, tested and are fit for purpose</li> </ul>
<b>Incident Type</b>	<b>Response options</b> <i>*delete planning guidance below and replace with more detailed plan information once agreed *</i>
Loss of premises or partial loss	<ul style="list-style-type: none"> <li>▪ Alternative building(s) pre-designated as the agreed school relocation site, this may be a reciprocal arrangement with another school locally. You will need to consider any transport requirements, ICT equipment and accessibility for these pre-identified premises. It's possible you may not be able to find a building that can locate all of your school pupils – in this case consider priority groups that could be relocated if needed urgently.</li> <li>▪ Ensure that you have a plan for alternative premises for relocation of groups of pupils/students undertaking statutory exams.</li> <li>▪ Consider how school lunches and other extended services might be maintained in the event of relocation.</li> <li>▪ Create an emergency 'grab bag' that contains essential information and equipment needed for both incident management and business continuity. Essential resources should be stored in a secure place on and off site. The contents of the bag should be the responsibility of a named person and should be regularly checked and updated.</li> <li>▪ Virtual learning environment opportunities</li> <li>▪ Localising the incident, e.g. isolating the problem and utilising different sites or areas within the school premises</li> <li>▪ Off-site activities e.g. physical activities, school trip as appropriate to circumstances of the incident</li> <li>▪ Ensure that anyone who requires ICT to undertake essential activities has the ability to work at home where possible.</li> <li>▪ Consider site security and safety at all times.</li> </ul>
Loss of staff or skills	<ul style="list-style-type: none"> <li>▪ Use of temporary staff (teaching/non-teaching)</li> <li>▪ Multi-skilling/cross training/to ensure staff can undertake different roles and responsibilities where appropriate.</li> <li>▪ Use of pre-prepared educational materials that allow for independent learning where appropriate</li> <li>▪ Team activities and sports to accommodate larger numbers of pupils at once</li> <li>▪ Larger class sizes (subject to relevant ratios)</li> <li>▪ Ensuring that the business continuity aspects of staff management are considered in management arrangements e.g. flexibility in job descriptions</li> <li>▪ Engage resources to support students/pupils and staff dealing with emotional impacts in the case of injury, accident or death where appropriate</li> </ul>
Loss of ICT or telephony	<ul style="list-style-type: none"> <li>▪ Teaching using manual methods</li> <li>▪ Use of a secure external network, or secure cloud that can be accessed via the internet to allow extra back up and protection for your files</li> <li>▪ Manual workarounds: ensure there are manual records available for use and hard copies of essential information where appropriate</li> <li>▪ Cloud based applications which allow access via the internet.</li> <li>▪ Redirection of the reception phone line to an alternative number or to your office mobile phones – this will need to be done in advance in most cases</li> <li>▪ Ensure that ICT providers have given assurance regarding back up processes for your data and have a Disaster Recovery Plan that sets out the service they will provide to you in the event of a failure of their system</li> </ul>
Loss of utilities (including water/gas/electricity)	<ul style="list-style-type: none"> <li>▪ Document utility provider information – including emergency numbers</li> <li>▪ In a power cut, call freephone number 105 that will put you through to your local electricity network operator. Switch off all electrical appliances that shouldn't be left unattended, ready for when the power comes back on.</li> <li>▪ To report a gas or carbon monoxide emergency or if a pipeline is struck (even if no gas leak has occurred) call 0800 111 999 24 hours a day</li> <li>▪ If your water supply is interrupted by an emergency, such as a burst main water pipe, your water company must restore the supply within 12 hours of becoming aware of the problem. However, if it's in a strategic main pipe, they must restore the supply within 48 hours. Your water company must take reasonable steps as soon as possible to let you know where you can get an</li> </ul>



	<p>alternative water supply, when it plans to restore the supply, a telephone number where you can get more information.</p> <ul style="list-style-type: none"> <li>▪ Specific advice will be available from your relevant providers.</li> </ul>
Severe weather event such as snow, heat, high winds or flooding incidents	<ul style="list-style-type: none"> <li>▪ Ensure monitoring arrangements in place for severe weather events, <a href="#">Met Office</a> and <a href="#">Environment Agency</a> provide trusted forecast information and flood alerts so that additional contingencies can be put into place where necessary.</li> <li>▪ These types of incident will usually impact premises, staffing, ICT or all of the above, so re-consider whether the above options would be fit for purpose if you are developing specific plans and arrangements for severe weather events.</li> <li>▪ Consider your communications and response strategy in advance of any severe weather incidents, the health, safety and welfare of staff, pupils and visitors is a priority in all response arrangements.</li> <li>▪ Consider Personal Protective Equipment for any staff that might be required to respond</li> </ul>
Terrorist response and other major emergencies	<ul style="list-style-type: none"> <li>▪ <a href="#">Report all suspicious activity</a> to the Police</li> <li>▪ <a href="#">NaCTSO</a> produce a range of advice on the steps to keep safe in the rare event of a terrorist attack, including a short 'stay safe' video with 'Run, Hide, Tell' principles</li> <li>▪ <a href="#">Action Counters Terrorism (ACT) Awareness eLearning</a> is a new counter terrorism awareness product from NaCTSO designed to provide specific advice and guidance on identifying security vulnerabilities, responding to suspicious behaviour, dealing with a suspicious item, bomb threats and firearms and weapon attacks.</li> </ul> <p>The following links provide specific guidance to help you prepare for a major incident:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.gov.uk/government/publications/crowded-places-guidance">www.gov.uk/government/publications/crowded-places-guidance</a></li> <li>▪ <a href="http://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures">www.gov.uk/government/publications/developing-dynamic-lockdown-procedures</a></li> <li>▪ <a href="http://www.gov.uk/government/collections/guidance-for-educational-professionals">www.gov.uk/government/collections/guidance-for-educational-professionals</a></li> <li>▪ <a href="http://www.gov.uk/government/publications/first-aid-advice-during-a-terrorist-incident">www.gov.uk/government/publications/first-aid-advice-during-a-terrorist-incident</a></li> <li>▪ <a href="http://www.gov.uk/government/publications/bomb-threats-guidance">www.gov.uk/government/publications/bomb-threats-guidance</a></li> <li>▪ <a href="http://www.gov.uk/government/publications/recognising-the-terrorist-threat">www.gov.uk/government/publications/recognising-the-terrorist-threat</a></li> <li>▪ <a href="#">Save the Children Take Care Toolkit</a> is a great resource to involve pupils in emergency planning to help build resilience</li> <li>▪ <a href="http://www.gmemergencyplanning.org.uk">www.gmemergencyplanning.org.uk</a> – advice to prepare against a range of threats</li> <li>▪ <a href="http://www.manchester.gov.uk/mbcf">www.manchester.gov.uk/mbcf</a> - for ongoing business continuity support</li> </ul>
Cyber attack	<p>There is a range of advice to help you protect against a cyber incident and your plan should give you the framework to respond if you are faced with a cyber attack:</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.cyberessentials.ncsc.gov.uk/">www.cyberessentials.ncsc.gov.uk/</a></li> <li>▪ <a href="http://www.getsafeonline.org/">www.getsafeonline.org/</a></li> <li>▪ <a href="http://www.cyberaware.gov.uk/">www.cyberaware.gov.uk/</a></li> <li>▪ <a href="http://www.actionfraud.police.uk/">www.actionfraud.police.uk/</a></li> <li>▪ <a href="http://www.ncsc.gov.uk/guidance/10-steps-cyber-security">www.ncsc.gov.uk/guidance/10-steps-cyber-security</a></li> <li>▪ <a href="http://www.ncsc.gov.uk/cisp">www.ncsc.gov.uk/cisp</a></li> <li>▪ <a href="http://www.net-aware.org.uk">www.net-aware.org.uk</a></li> </ul>
<b>8.0 INCIDENT COMMUNICATIONS PLAN</b>	
Initial response and ongoing considerations	<ul style="list-style-type: none"> <li>▪ Incident reporting arrangements – who, how, when?</li> <li>▪ How will you establish key facts and agree messages?</li> <li>▪ Do you have any pre-agreed messages, holding statements available?</li> <li>▪ Who needs to sign-off incident communications?</li> <li>▪ Which communication channels are available and how will you use them? E.g. school website, answer phone. Don't forget that communication channels can be compromised - include contingency measures</li> <li>▪ Consider media response early on, including social media and how this will be managed and coordinated with other key stakeholders. Consider school spokesperson and ensure training in place.</li> <li>▪ Which stakeholders do you need to provide updates to?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Do you have relevant contact information available?</li> <li>▪ Remember to monitor social media/listen to feedback</li> </ul>
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# Academy Emergency Management Plan (AEMP) documentation and check lists.

## ACTIVATION

**Notification of incident (You may wish to keep a copy of this form close to the office telephones)**

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Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, 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 section 1.**
- **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.**
- **Advise AEMT so they can convene a meeting (if required).**

Name of Person receiving the call

.....

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?**

.....  
.....  
x.....

**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?**

- Headteacher
- Academy Staff
- Governors
- Pupils
- Parents / Carers
- Extended Services

- Police
- Fire & Rescue Service
- Ambulance Service
- Local Authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance Company
- Trade Union

**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:

.....

.....

Confirmed contact name(s):

.....

.....

Confirmed contact number(s):

.....

.....

**Location of educational visit:**

.....

.....

.....

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

.....

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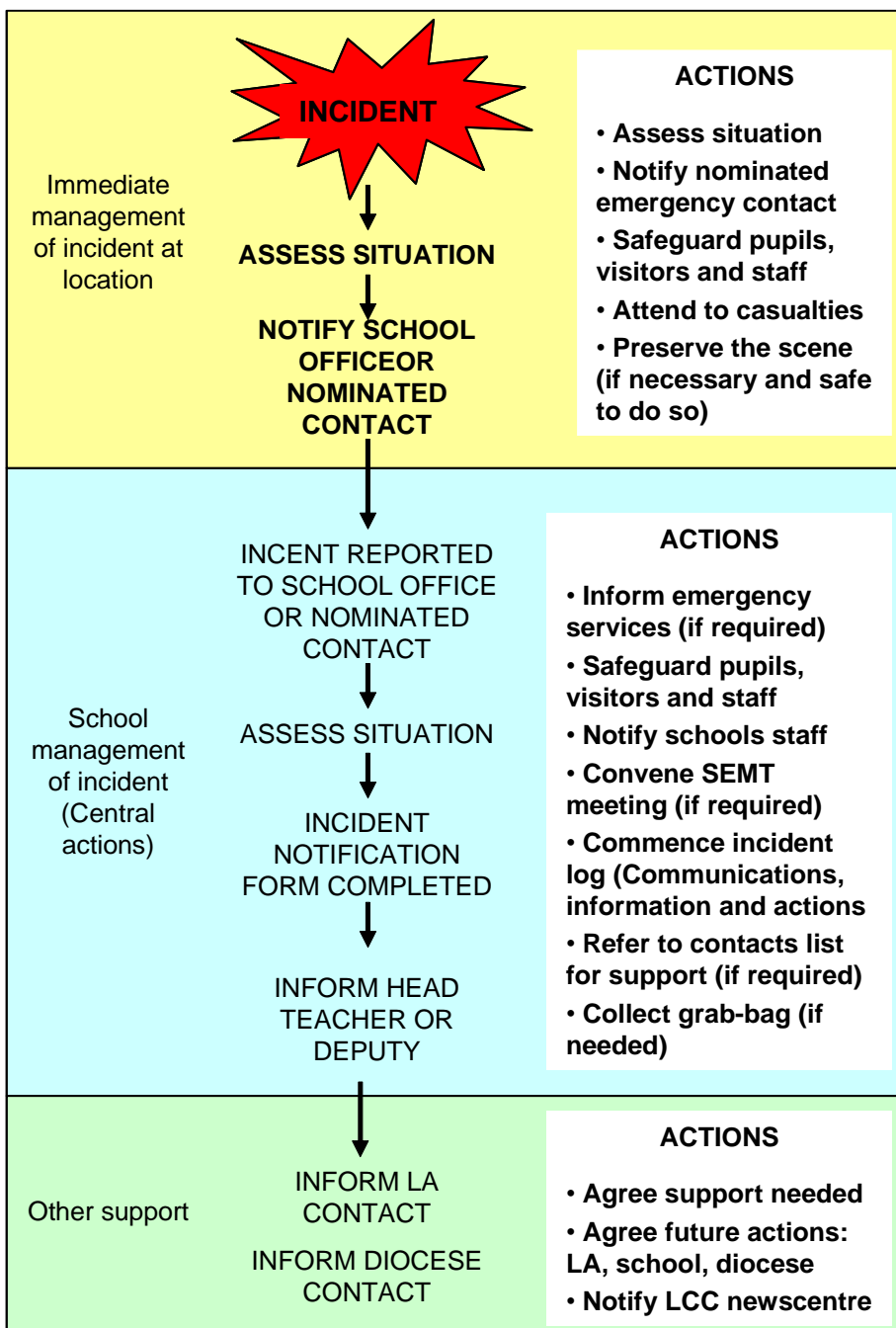
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## Initial action

Immediately inform the Headteacher 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.

**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.



**Where possible, avoid closing the Academy and try to maintain normal routines.**

# ROLES AND RESPONSIBILITIES

## Roles and responsibilities - 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"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and pupils will be reunited.</li> </ul>	
C3	<p>Wherever possible, assign members of staff to relevant Academy Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> <li>▪ Business continuity</li> <li>▪ Communications</li> <li>▪ Log-keeping</li> <li>▪ Media management</li> <li>▪ Resources</li> <li>▪ Welfare.</li> </ul>	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> <li>▪ Allocate tasks amongst the SEMT</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of SEMT / staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect people and 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"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
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 (please refer to appendix 1 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 Headteachers of nearby Schools to inform them of any important issues relating to the incident.	

## Roles and responsibilities - business continuity

Please refer to the business continuity section for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	<p>Assess the nature of the incident, e.g.:</p> <ul style="list-style-type: none"> <li>▪ Loss of utility supply</li> <li>▪ Loss of supplier</li> <li>▪ Loss of premises</li> <li>▪ Loss of personnel</li> <li>▪ Loss of telecommunications.</li> </ul>	
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 wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers 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.	

## Roles and responsibilities - communications

Please refer to appendix 6 for more information on communication arrangements.

Ref'	Communications - initial response	Tick / sign / time
C01	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
C02	Record a new message on the Academy answer phone if appropriate. Consider setting it to 'answer only' mode.	
C03	Support staff with any communication needs they may have.	
C04	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area, website problems).	

Ref'	Communications - ongoing response	Tick / sign / time
C05	Ensure regular information is provided to: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
C06	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
C07	Liaise with the 'media management' role about contacting local radio stations.	
C08	Update the Academy answer phone on a regular basis.	
C09	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
C010	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
C011	Provide regular briefings to pupils and parents / carers.	
C012	Assist the 'business continuity' role in providing remote / virtual learning.	
C013	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

## Roles and responsibilities - log-keeping

Please refer to appendix 9 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).	

## Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations in responding to media requests. (The Local Authority and emergency services have a media protocol and could take a lead on handling the media).	
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.	
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. (See Ref M1).	
M4	In conjunction with the Local Authority or emergency services, develop a brief media statement (designed to provide reassurance) on behalf of the Academy. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role. (See Ref M1)	
M6	Be prepared to be interviewed by the media. (See Ref M1)	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
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 emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones). Use websites and social media where appropriate.	

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.	

## Roles and responsibilities - 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	Work with other staff and the emergency services to control access to the Academy: <ul style="list-style-type: none"> <li>▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.:	

	<ul style="list-style-type: none"> <li>▪ SEMT briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
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-up).	
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.	

## Roles and responsibilities - welfare

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

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 / carers. 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 upsetting 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 for information on welfare arrangements and post incident support after the emergency response.	

## Roles and responsibilities - 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 headteacher (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"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
E10	Avoid making comments to the media until parents / carers 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 headteacher / nominated emergency contact. 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 headteacher (or nominated emergency contact) about arrangements for notifying parents / carers 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"> <li>▪ Records of expenditure</li> <li>▪ Medical certificates / hospital admission forms</li> <li>▪ Police incident number.</li> </ul>	
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 / carers have been notified.	
E23	Ask the headteacher (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 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

## POST INCIDENT SUPPORT

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Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
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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. (Seek advice from Local Authority Education Psychology).	
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 / carers 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 / carers with information on: <ul style="list-style-type: none"> <li>▪ The nature of the incident</li> <li>▪ How their child was notified of the incident</li> <li>▪ Arrangements for support organised by the Academy</li> <li>▪ Who to contact if they would like additional support.</li> </ul>	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers 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 Headteacher of the new Academy.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> <li>▪ Teacher Support Network</li> <li>▪ Samaritans</li> <li>▪ Cruse Bereavement Care.</li> </ul>	
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 / carers 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"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that pupils could use if upset during the Academy day.</li> </ul>	
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"> <li>▪ Missed course work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams.</li> </ul>	

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	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the Academy will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"> <li>▪ Closing the Academy on the day of the funeral as a mark of respect</li> <li>▪ A senior member of staff attending the funeral on behalf of the Academy</li> <li>▪ If staff and pupils can be allowed time off Academy to attend the funeral</li> <li>▪ Providing transport to take pupils and staff to the funeral</li> <li>▪ Providing pupils with information about what happens at funerals</li> <li>▪ Arranging floral tributes and / or donations.</li> </ul>	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	Taking into account the wishes of the family, consider providing a suitable memorial at the Academy: <ul style="list-style-type: none"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Prize (e.g. a sporting / academic trophy for older children).</li> </ul>	
P30	Be aware of important dates which may need to be prepared for. e.g.: <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's day</li> <li>▪ Father's day</li> <li>▪ Anniversary of the event.</li> </ul>	
P31	Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. e.g.: <ul style="list-style-type: none"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event.</li> </ul>	
P32	Be aware of renewed media interest near anniversaries of the event.	

## KEY CONTACTS

### STAKEHOLDER KEY CONTACT LIST

Contact	Telephone number
<b>GMAT Contacts</b>	
Headteacher	
Vice Principal	
Premises Manager	
Chair of Governors	
Deputy Chair of Governors	
<b>MCA Contacts</b>	
Headteacher	
Vice Principal	
Premises Manager	
Chair of Governors	
Deputy Chair of Governors	
<b>MCPA Contacts</b>	
Headteacher	
Vice Principal	
Premises Manager	
Chair of Governors	
Deputy Chair of Governors	
<b>Other Local Contacts</b>	
Police	999 / 0161 872 5050/101 (for general enquiries) 101 for non-emergency calls
Police – your local station/community officer	
Greater Manchester Fire & Rescue Services	999 / 0161 736 5866 (for general enquiries)
Hospital – your nearest A&E	
Your Local Church or Religious Centre	
BBC Manchester	0161 335 6000
NHS – your local clinic	
<b>Other Useful Contacts</b>	
Department for Education	0370 000 2288
Foreign Office	0207 008 1500
Public Health England	The Public Health England GM Health Protection Team can be contacted in/out of office hours: 0344 225 0562, Option 3.
Information Commissioner's Office	0303 123 1113
Health and Safety Executive	0345 300 9923
United Utilities	0345 672 3723
Electricity North West	0800 195 4141
British Gas	0800 111 999

**AEMT (Academy Emergency Management Team) -**

Name	Job title	AEMT role(s) (If applicable)	Contact details (In-hours)	Contact details (Out of hours)	Notes (e.g. first aid trained)
	Executive Principal	Incident Commander			
	Vice principal or COO	Business Continuity Media Manager			
	Headteacher	Deputy Incident Commander			
		Communications Welfare			
		Resource Officer			
		Deputy Resource Officer			
		Resource Officer			
		Log Keeper			
		Educational Visits Co- Ordinator			
		Safeguarding Lead			
		Site Management			

### Contact details – First Aiders

Name	Job title	AEMT role(s) (if applicable)	Contact details (In-hours)	Contact details (Out of hours)	Notes (e.g. first aid trained)

### Contact details - extended services



Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes

**BUSINESS CONTINUITY**

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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.

<b>Paper-based records</b>	<b>Where are they stored?</b>	<b>Back-up measures / restorative arrangements</b>
Coursework	In departments, most completed electronically.	More kept electronically on Sims – subject to normal backups.
Examination papers	Secure exam cupboard.	Fire proof.
Asset registers / equipment inventories	Held electronically.	Normal ICT backup arrangements.
Insurance documentation	Held electronically.	Normal ICT backup arrangements.

<b>Electronic records</b>	<b>Where are they stored?</b>	<b>Back-up measures / restorative arrangements</b>
Contact details	Held on Sims.	All SIMS data is backed up via VEEAM onsite backup server. Data is backed up daily and merged with existing full backup. Drives used are stored within the fireproof safe in the ICT Technicians room.
Financial information	Web based system	Cloud based system and internal back ups taken.
Medical information	Held on Sims.	All SIMS data is backed up via VEAM onsite backup server. Data is backed up daily and merged with existing full backup. Drives used are stored within the fireproof safe in the ICT Technicians room.

<b>Remote learning</b>	<b>Notes / Instructions</b>
Website / extranet	Website hosted externally.

<b>Email</b>	<b>Via Google so cloud based.</b>
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## BUSINESS CONTINUITY – BIA output

Utility Supply	Back-up measures / restorative arrangements
Gas	To speak to utility company and arrange alternative supply
Water	To speak to utility company and arrange alternative supply
Electricity	To speak to utility company and arrange alternative supply
Heating	To consider alternative heating resources e.g. portable heaters

Supplier	Back-up measures / restorative arrangements
Transport	The transport supplier would be contacted for substitutes
Catering	Advice from Manchester Fayre catering consultant would be sought
Cleaning	Temporary cleaning service utilised
Heating Fuel	Contact would be made with the gas supplier
Grit / salt	Alternative supplies would be purchased as necessary
Insurance	Department for Risk Protection. Membership No: T6754335
Telephone	Wavenet (24 hour Tel) 03303333999
Compliance Health & Safety	03452268393 Ellis Whittam
Advice or Risk Assessments	03452268393 Ellis Whittam

Premises	Back-up measures / restorative arrangements
Office	Calls would be re-routed, alternative accommodation sought.
Classrooms	Alternative accommodation sought – potentially utilising schools in the Trust.
Kitchen	Use of external catering providers.
Laboratories	Alternative accommodation sought – potentially utilising schools in the Trust or LA
Sport Facilities	Alternative accommodation sought – potentially utilising schools in the Trust or LA
Staff Room	N/A
Toilets	Seek alternatives, i.e. Porta-loos.

<b>Personnel</b>	<b>Back-up measures / restorative arrangements</b>
Headteacher	Vice Principal
Teaching Staff	Utilisation of other members of teaching staff/agency staff sourced by Lead Cover Supervisor
Site manager(s) / caretaker(s)	Head of Facilities across the Trust to arrange suitable cover utilising staff across the Trust
Director of Finance and Resources	Heads of Department to take responsibility for their areas
Office staff	Other support staff would deputise/agency staff would be engaged
Catering staff	The Academy's catering consultant would be used to engage additional catering staff

<b>Telecommunications</b>	<b>Back-up measures / restorative arrangements</b>
Computer network	DR suit used to recover data and servers.
Website / extranet	Cloud based
Attendance management system	Backed up daily onsite and stored off site. DR suite would take over the running of service.
Text messaging system	Remote access can be used to operate.
Telephone	WAVENET SLA to fix within 8 hrs
Email	Online service so would operate

## SITE INFORMATION

<b>Utility supplies</b>	<b>Location</b>	<b>Notes / Instructions</b>
Gas	Outside Plant Room	Main Valve is on RH side of the room
Water	Outside Plant Room	Main Valve is on RH side of the room in the corner behind the water tank
Electricity	Outside Plant Room	
Heating	3 boiler in schools energy centre	

Internal hazards	Location	Notes / instructions
Chemical store(s)	Science prep room	Keys only available from Science technician or premises office
Paint store (s)	Technology prep room	

## EVACUATION

Signals	
Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	Fire Alarm – members of SLT and Facilities team will be aware through telephone communication that the evacuation is due to a bomb threat and will direct evacuees from the fire evacuation points to the bomb evacuation points
Signal for all-clear	Head of School will instruct

Assembly points - fire evacuation	
MCA Fire evacuation assembly point A	Yard and Muga
MCA Fire evacuation assembly point B	Yard
MCPA Fire evacuation assembly point	Yard

Assembly points - bomb evacuation	
MCPA Bomb evacuation assembly point	MCA sports HALL
MCA Bomb evacuation assembly point	MCPA Yard hall.

## GRAB BAG

The purpose of the 'grab bag' is to provide you with easily accessible critical information or equipment that you would need in a major incident all in one place. Grab bags are particularly useful in the case of loss of premises or loss of ICT. The below list are suggestions of what you can include in this - however each school will have different needs and this is not a prescriptive.

Essential Items	
Details	Why?
Pupil registers/absence sheet/pupil numbers sheet	Accurate pupil records are vital to ensure that in the event of evacuation or relocation pupil safety can be ensured
Medical Notes (records of medication requirements) for pupils	To ensure that pupils health and wellbeing is maintained wherever education provision is taking place

Business Continuity Plan	To ensure good practice is followed when responding to an incident and to ensure the plan is accessible in the event of an incident.
Incident Impact Assessment Form	To assess the impact of the incident in order that the appropriate action can be taken in managing the response.
Lost Property Form	To record the details of any possessions staff, visitors or pupils have lost or have left behind as a result of the incident. This can assist with insurance claims.
Financial Expenditure Log	To record any expenditure made in connection with the incident e.g. costs of emergency supplies purchased etc. This form only records the additional expense generated by the incident which may need to be referred back to e.g. if an insurance claim is made.
Injuries And Fatalities Log	This information may be required for use by the emergency services, as well as by management. This information will also be required for insurance purposes to ensure policy conditions are met.
Post Incident Report	Following an incident it is essential that a 'debrief' takes place with staff, pupils and Suppliers/Partners, if appropriate. The incident debrief should capture what went well, plus opportunities for improvement and any lessons identified. The debrief is also a way of assessing any staff or pupil welfare requirements following an incident that need to be addressed.
Evacuation Procedure	In the event of an incident requiring evacuation, the safety of all those within the building is paramount and it is therefore vital that your agreed evacuation procedure is followed.
Assets Register (including ICT assets)	In the event of a loss of building incident e.g. due to fire or flood it is useful to have a record of assets to assist in the insurance claim.
Insurance Risk SLA	Includes general conditions summary
First Aid Kit	To assist in providing immediate first aid in line with training received in order to preserve life, prevent the condition getting worse and to promote recovery.
Stationery – e.g. pens, paper	Particularly important to allow recording a record of events in the incident particularly in the event of a loss of ICT
<b>Additional Items</b>	
<b>Details</b>	<b>Why?</b>
Utility supply location information/isolation tap	This can be useful information when there has been an incident impacting your school premises, such as a fire or flood and you need to switch the supply off urgently.
Floor plan showing evacuation routes	In the event of a fire or violent attack/terrorist attack this can be useful information
ICT equipment, for example laptop	This may be useful in the event of an ICT network outage. You may also wish to keep copies of software licence agreements and key codes, if appropriate.
Office telephone list	In the event of an incident requiring relocation, this information may be required for phone diverts.
Mobile phone, mobile phone charger and battery powered charger/power pack.	To mitigate against a loss of telephony, a mobile phone is a useful contingency. In the event of a loss of power, a battery powered charger will help to ensure communication with key stakeholders can still take place. It is helpful if the phone has a camera, as an emergency incident may become part of a crime scene and photographs may be useful evidence. Ability to listen to the radio and internet access may also be valuable to keep you up to date with the news - especially if the school's incident is part of a wider geographical incident. A battery powered charger can be difficult to source so a useful alternative can be a



	powerpack/bar. Although this needs to be charged initially they can then hold the charge for a longer period so can be used to charge a phone in a power cut situation.
Greater Manchester A – Z map	To assist in any logistical aspects required as part of the incident response especially in the event of a loss of internet access.
LED torch (preferable wind up)	In the event of a loss of power, particularly in the winter months you may find a torch useful. If possible to source a wind up torch this helps in the event that the batteries have run down.
High visibility vest	This is a form of personal protective equipment and it may be an easy way to ensure those directly managing the incident are clearly visible.
Hazard barrier tape	This may be useful if only part of a building is affected by an incident and you need to cordon-off part of the site for safety reasons – on the advice of the relevant professionals.
Whistle/megaphones	In the event of an incident requiring emergency evacuation or invacuation, this may be useful in managing a large crowd.



**INCIDENT IMPACT ASSESSMENT FORM**

<b>Completed By</b>	
<b>Date</b>	
<b>Time</b>	
<b>Consideration</b>	<b>Logged Response</b>
Which department/s or classes are affected?	
What is the nature of the incident?  <i>(Describe the type of incident, location and severity)</i>	
Are there any staff/pupil casualties or fatalities?  <i>(Complete casualty / fatality sheets if needed)</i>	
How is the incident currently affecting the running of your school?	
What is the estimated duration of the incident?	
Has access to the whole of the school site been denied or part of it? If so, which area/s and for how long?	
Have any work areas been destroyed, damaged or made unusable? Is there evidence of structural damage?	
Are any systems and other resources such as data unavailable?  <i>(include computer systems, telecoms and any other assets)</i>	
Have any utilities been affected?	

<i>(E.g. gas, electricity or water)</i>	
<b>Other Relevant Information</b>	





**INJURIES AND FATALITIES LOG**

<b>Name Of Injured/Deceased</b>	<b>Status</b> <i>E.g. Staff, Pupil, Visitor, etc</i>	<b>Nature/ Extent Of Injury</b> <i>E.g. Broken Leg, Emotional Distress etc</i>	<b>Present Location</b> <i>E.g. Hospital Name, Home etc</i>	<b>Source Of Information</b> <i>Include Name &amp; contact details if known</i>	<b>Date &amp; Time Of Information</b>	<b>Information Confirmed?</b> <i>Yes/No</i>

<b>POST INCIDENT REPORT FORM</b>	
<b>1.0 Incident Information</b>	
<b>Background</b>	
1.	Incident date
2.	Time incident started
3.	Time incident ended/closed
4.	Description of incident <ul style="list-style-type: none"> <li>• What happened?</li> <li>• How each stage was dealt with</li> <li>• Involvement of other schools/organisations</li> <li>• Service recovery details</li> </ul>
5.	Details of any casualties or fatalities
<b>Impact Assessment</b>	
6.	Impact on school <ul style="list-style-type: none"> <li>• How long was the school affected?</li> <li>• What was the effect?</li> <li>• Any systems and other resources were unavailable? (include computer systems, telecoms, other assets)</li> </ul>
7.	Impact on pupils <ul style="list-style-type: none"> <li>• Loss/relocation of teaching and learning?</li> <li>• Directly involved in incident?</li> </ul>
8.	Impact on staff <ul style="list-style-type: none"> <li>• Relocated</li> <li>• Emotionally affected by incident</li> <li>• Loss of personal belongings</li> </ul>
9.	Impact on other stakeholders
10.	Impact on the building/site <ul style="list-style-type: none"> <li>• Were any utilities (gas, electricity or water) affected?</li> <li>• What was the effect?</li> <li>• Any work areas that were inaccessible but intact?</li> <li>• Is there evidence of structural/asset damage – or a potential insurance claim?</li> </ul>
11.	Long term impact <ul style="list-style-type: none"> <li>• Financial loss</li> <li>• Data/file loss</li> <li>• Relocation/rebuilding</li> <li>• Reputational impact</li> </ul>
12.	Detail action being taken post incident to respond to its impact <ul style="list-style-type: none"> <li>• Counselling for pupils/ staff</li> <li>• Information to the community</li> </ul>



	<ul style="list-style-type: none"> <li>• Changes to procedures or relationships e.g. with suppliers</li> </ul>		
<b>Incident Communication</b>			
13.	Details of communication to pupils		
14.	Details of communication to staff		
15.	Details of communication to other stakeholders		
16.	Involvement of Manchester City Council		
17.	Details of how effective BCP was in the incident <ul style="list-style-type: none"> <li>• How successful</li> <li>• How relevant</li> <li>• Gaps</li> <li>• Areas for amendment</li> </ul>		
<b>2.0 Actions Resulting From Incident</b>			
	<b>Action Needed</b>	<b>LEAD</b>	<b>TIMESCALE</b>
1.			
2.			
3.			
4.			
5.			
6.			