Proud to be part of

KEYS ACADEMIES TRUST

JACK HUNT ACADEMY

POLICY –EMERGENCY AND BUSINESS CONTINUITY PLAN

VERSION – 2.3

YEAR – SEPTEMBER 2024

Reviewed on – June 2024

Approved by – Equality Information & Objectives

Date of next review – June 2026

Contents

1. **Introduction** The discharge of this policy and plan is the responsibility of the

1.1 Chief Executive
Officer ("CEO") on behalf of the Board of Trustees of Peterborough Keys Academies Trust ("PKAT"). The Chief Finance and Operating Officer ("CFOO") maintains this plan.

1.2 This plan is created to meet the requirements of the Academy Trust Handbook 2022 para. 2.39 that states:

> *The trust's management of risks **must** include contingency and business continuity planning.*

This plan is referenced in the Trust's Risk Register as reviewed by the Board of Trustees through the Full Board Meeting and the Finance, Audit & Risk Committee.

1.3 This plan shall be periodically reviewed by the CFOO in conjunction with the Trust's Executive Team and the Trust's Business Managers consulted on major revisions.

1.4 This plan and all local school plans shall have regulated distribution and document issue shall be controlled.

1.5 This plan should be read in conjunction with policies and plans that are established in each setting, tailored to local circumstances and logistics. Principally these shall be the school ratified policies including:

- (a) the Critical Incidents and Business Continuity Policy for each individual school in PKAT;
- (b) the Fire Evacuation Procedures;
- (c) the Lockdown / Code Red or similar urgent response procedures;
- (d) any other contingency related policy, such as an Examinations Contingency Policy.

2. **Aims of Policy** This plan aims to provide a framework and guidance for Trust

2.1 leaders to deal
with a significant event or events and to re-establish the operational delivery of services following those events. These events could affect one school or the Trust as a whole.

2.2 This plan aims to provide a common framework for the creation and maintenance of local plans.

2.3   This plan, and the development of local plans should give leaders a guide to act in circumstances that are liable to strain the capacity of those handling the situation to think clearly.

2.4   The Board of Trustees recognise that neither this plan, nor the local school plans can account for every eventuality. This plan is therefore created to be a tool to reduce the residual risks and support leaders in dealing with emergencies and disruptive events.

3.   Critical and Other Incidents

3.1   The Trust and its schools may experience a range of incidents that have to be managed.

Incident: a situation that is dealt with by the school staff team. This may, perhaps, involve some communication with the school leadership team (and/or to parents, and some support from the school management), but the staff member remains in control and is able to cope.

Emergency: an incident which overwhelms the coping mechanisms of the school staff team and which requires the establishment's Emergency Plan to be initiated. This may, perhaps, involve some communication with outside agencies and maybe support, but the establishment takes control of the situation and is able to cope**.** This may involve support from within the Trust.

Critical Incident: an incident which overwhelms the coping mechanisms of both the staff team and the school, and which requires the school's Critical Incident Plan to be initiated in consultation with the Trust.

Major Incident: an incident which (if in the UK) is declared as a major incident by the Police, who will take control, and where the relevant Local Authority's Major Incident Plan is initiated, or where (if outside the UK) the relevant authorities take control. The school's Critical Incident Plan will be required to co-ordinate with the police or other authorities in conjunction with the Trust.

3.2   What do we mean by a critical incident?

"A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping capacity of that school."

3.3   A critical or major incident requires the school's Critical Incident Plan to be initiated.

3.4 Such incidents will usually require the assistance of the relevant emergency services, the Trust, the Local Authority and other stakeholders.

3.5 The incident or event may be unanticipated, imminent or in progress. It may occur on school property, in the local community or out of school. Examples include:

(a) A major incident on the school site

(b) Gas leak

(c) Arson/fire or laboratory or gas explosion

(d) Public health threats (E.g. Pandemic Influenza)

(e) Pupil sudden death or suicide

(f) Sudden death of a staff member

(g) Abduction/disappearance

(h) Floods from a major water leak, excessive surface run off, or a nearby river or watercourse flooding

(i) An external security risk or incident requiring the lockdown of the school premises

(j) Terrorism or a bomb threat or explosion

(k) An incident which affects access to the school

(l) An incident off site whilst members of the school community are on a school visit

(m) A coach accident on a school visit returning to school, no pupils injured

(n) A terrorism event in London at one site at 7.45 am with a school group on their way into London

(o) A ferry strike in France, 24 hours before the Paris group are due to return home

(p) An environmental incident, for example, the release of hazardous substances or severe weather

(q) A deliberate act of violence, such as the use of a knife or firearm on site

(r) Civil disturbances

(s) A transport-related incident near to the school.

3.6 While it is hoped that none of these incidents will occur it is important that schools should be prepared for any eventuality. In recent years, Cambridgeshire schools have responded to a range of incidents, emergencies and critical and major incidents including, fires, flooding, lockdown because of an armed adult

in the local vicinity, a bomb scare requiring evacuation, threatening hoax emails specifically targeting school communities and a coach crash on a school visit.

3.7 Schools should, therefore, be proactive and develop a Critical Incident Plan to cover all eventualities. The intention of this document is to provide guidance for school managers and governors who have a responsibility to plan for critical and major incidents. It offers advice on what to include in a school Critical Incident Plan, which should guide the actions of those responsible if an emergency occurs.

Schools will need to consider their response to a situation:

3.8

    (a)   Immediately

    (b)   In the medium-term

    (c)   In the long-term during the recovery phase

4. Incidents and emergencies

4.1 Some incidents are probably non-critical, and examples include:

    (a)   Death of a person associated with the school

    (b)   Expected death of a pupil or member of staff

    (c)   Lower scale health issues External incident

    (d)   requiring enhanced awareness Short-term loss of

    (e)   staff or infrastructure

4.2 Although not critical, schools may still wish to contact the Trust to discuss intended responses.

4.3 Please note in the event of being notified of an unexpected death you must notify the Local Authority Leadership Advisory team as soon as possible, as they will initiate the Local Authority 'Child Death Protocol' to alert relevant colleagues.

4.4 Schools may also have to close at short notice due to an incident or emergency. Guidance on such unexpected and unplanned closures is published in a separate document.

5. Use of Policy and Plan If a state of emergency, critical or major incident is

5.1 declared by either a school's
Headteacher within PKAT, their deputy, the CEO or member of the Trust's

Executive Team, both the school and Trust Emergency and Business Continuity Plans shall be consulted and activated. Such a declaration may be driven by policy from HM Government in the event of a national disaster, state of emergency or major incident, or by local statutory bodies in the event of local situations arising.

5.2   In such an event, the CEO should be made aware at the earliest possible opportunity. The CEO shall notify the Executive Group and Trust Headteachers in order that other Headteachers, Trust Directors and the CFOO are readied to provide support as required. This group shall form the Trust Emergency Response Team ("TERT") and shall be co-ordinated by the CEO.

5.3   Communication to staff and students shall be co-ordinated through the school with support from Trust colleagues where required. External management of 'crisis comms' may be sought, involving the Trust's external marketing partner, Jungle PR.

5.4   The Trust's leadership can and will support in situations as an additional strategic input to the execution of plans at a local level, and to mobilise resources as required. Where a matter affects one school the TERT shall play a strategic role in supporting the Headteacher in charge of the response. Where a matter affects more than one school, or the whole Trust, the TERT shall co-ordinate the response.

6.   Incident Phases

6.1   This plan and local plans shall broadly implement a response to any major incident that contains three phases:

      (a)   Incident Management;

      (b)   Business Continuity; and

      (c)   Recovery and Resumption.

6.2   The activation process constituted of these three incident phases is as follows:

```
                        ┌─────────────────────┐
                        │   Incident occurs   /
                        └─────────────────────┘
                                  │
                                  ▼
        ┌───────────────────────────────────────────┐        ┌──────────────────┐
        │ School Incident Management Team (SIMT)      │ . . . .│ If unavailable,  │
        │        alerted to the incident              │        │ an appropriate   │
        └───────────────────────────────────────────┘        │ Deputy should    │
                                  │                            │ be alerted       │
                                  ▼                            └──────────────────┘
        ┌───────────────────────────────────────────┐
        │ Steps taken to assess the scale, severity   │
        │       and impact of the incident            │
        └───────────────────────────────────────────┘
```

| Incident has little or **no impact** on critical functions | ⟷ | Monitor situation | ⟷ | Incident has **significant impact** on critical functions |

```
        ◇ Yes                                                ◇ Yes
          │                                                    │
          ▼                                                    ▼
  ┌─────────────────┐                            ┌──────────────────────────┐
  │ Continuity Plan │                            │ Activate Continuity Plan │
  │  not activated  │                            │ and utilise appropriate  │
  └─────────────────┘                            │ business continuity      │
                                                 │ strategies               │
                  ┌────────────────────┐         └──────────────────────────┘
                  │ Ensure key         │◀──────────────┐     │
                  │ decisions and      │               │     ▼
                  │ actions are logged │      ┌──────────────────────────┐
                  └────────────────────┘      │ Inform key stakeholders   │
          │                                   │ of plan activation and    │
          ▼                                   │ undertake appropriate     │
  ┌─────────────────────────────┐             │ communication actions     │
  │ Incident Management Actions │             └──────────────────────────┘
  └─────────────────────────────┘
          │
          ▼
  ┌─────────────────────────────┐
  │ Business Continuity Actions │
  └─────────────────────────────┘
                                              │
                                              ▼
                          ┌──────────────────────────────────┐
                          │ Recovery and Resumption Actions   │
                          └──────────────────────────────────┘
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6.3   Incident Management Actions

The purpose and priorities for this phase are to:

(a)   Protect the safety and welfare of pupils, staff, visitors and the wider community

(b)   Protect vital assets e.g. equipment, data, reputation

(c)   Ensure urgent and necessary communication takes place

(d)   Support the Business Continuity phase

(e)   Support the Recovery and Resumption phase

Key aspects of this phase may include:

(a) The incident response team meeting and agreeing actions and roles

(b) Establishing rooms and resources required for co-ordinating the response

(c) Further assessing the short-term impact and agreeing actions

(d) Involving other agencies, organisations and teams

(e) Establishing a communication link between the Trust, the school, Health & Safety advisors, Academy Committees and Trustees

(f) Communicating with staff, parents, students and the media.

6.4 <u>Business Continuity Actions</u> The purpose of the business continuity phase is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. This may involve activation of one or more of the school's business continuity strategies to enable alternative ways of working, supplemented by Trust support. During an incident it is unlikely that all resources will be available to school and Trust leaders, and it is therefore likely that some 'non-critical' activities may need to be suspended at this time.

Key aspects of this phase may include:

(a) Assessing the impact of any incident on delivering services

(b) Updating agencies and stakeholders

(c) Planning for operational adjustments, such as reduced service delivery or relocation of services

(d) Re-evaluating roles and responsibilities and reassigning tasks

(e) Making financial plans and assessing likely resource impacts

(f) Meeting with Trust colleagues to draw support from the Trust and the other schools within it

(g) Communicating with insurers, the authority, ESFA and the Trust Board where required support is needed to modify operations

(h) Mobilising technology to support any remote or online delivery of content

6.5 <u>Recovery and Resumption Actions</u> The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for the School or Trust as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

Key aspects of this phase may include:

(a) Mobilising teams to return to normal operations

(b) Evaluating and dealing with any post-incident welfare considerations

(c) Debriefing colleagues

(d) Arranging appropriate resource to recover and repair, or regularise systems, processes and infrastructure post-event

(e) Review this plan and other documents and discuss appropriate learning points.

7. Action Frameworks The response to an incident should be divided into

7.1 manageable portions so

that tasks can be effectively delegated with clearly assigned roles and responsibilities. The Trust advises the use of an Action Framework or Action Cards that can be more easily assigned to members of a Trust or School level Incident Response Team.

7.2 Action Cards may break down a remit or an area of responsibility into

manageable tasks which can also be aligned with the phases mentioned in the previous paragraph. For example, a member of staff responsible for Media Management may have ten tasks, referenced MED1 to MED10, of which two are to be carried out in the *Incident Management* phase, three in the *Business Continuity* phase and the rest be related to *Recovery and Resumption.*

A well-established way to approach the division of tasks would be to divide

7.3 actions into Action Cards thus:

CO-ORDINATION Action Card		
Ref	Action	Tick / sign / time
COO1	*Establish a basic overview of the incident*	
COO2	*Assign staff members to SEMT (school Emergency Management Team)*	

BUSINESS CONTINUITY Action Card		
Ref	Action *Assess the nature of the incident*	Tick / sign / time
BUS1	*and losses to supply, premise, personnel etc.*	
BUS2	*Ascertain the length of disruption*	

COMMUNICATIONS Action Card		
Ref	Action	Tick / sign / time
COM1	*Dedicate an outbound and inbound phone line*	
COM2	*Create answerphone message with details*	

LOG KEEPING Action Card		
Ref	Action	Tick / sign / time
LOG1	*Attend SEMT / Response Team briefings*	
LOG2	*Ensure all staff keep an incident log*	

MEDIA MANAGEMENT Action Card		
Ref	Action	Tick / sign / time
MED1	*Seek support with media handling where appropriate*	
MED2	*Establish controls for media access to site(s)*	

RESOURCES Action Card		
Ref	Action	Tick / sign / time
RES1	*Take action to protect property and infrastructure*	
RES2	*Ensure access ad egress to site safe for emergency services / statutory authorities*	

WELFARE Action Card		
Ref	Action	Tick / sign / time
WEL1	*Establish arrangements to meet welfare needs of pupils, staff, responders etc*	
WEL2	*Identify those with additional needs*	

EDUCATIONAL VISITS Action Card

Ref	Action	Tick / sign / time
VIS1	*Notify the Trust Visit support service via Stephen BROWN at Cambs CC*	
VIS2	*Ascertain the whereabouts of visit party members and confirm those unaccounted for*	

POST-INCIDENT SUPPORT Action Card		
Ref	Action *Introduce a strategy to monitor*	Tick / sign / time
POS1	*pupils and staff who may be particularly affected by the incident*	
POS2	*Offer counselling and educational psychologist where possible / required*	

Each Action Card will likely have more than two tasks to perform. Action cards

7.4 that may require implementation by the TERT are included as appendices. These action cards are arranged into three sections corresponding to the *Incident Phases* mentioned earlier in this document. Owners of Action Cards should be assigned as soon as possible, with the owner leading on the actions falling within each phase as required.

8. Roles and Responsibilities In the event that a situation arises that is deemed to

8.1 be, by nature, an emergency / business interruption the 'emergency planning' team will be called to an initial meeting. This may be referred to differently in each school, but can be known as an SEMT (School Emergency Management Team) or SIMT (School Incident Management Team).

8.2 Should an event affect more than one school, or the entire Trust, the Trust Executive Team shall be called to an 'emergency planning' team meeting by the CEO. This group, as mentioned earlier in this plan, is the TEMT. In a single-school incident the TEMT offers a strategic support network / escalation route to the school affected. In multi-school incidents the TEMT acts as the team responsible for co-ordinating responses.

In situations where the TEMT is required to be a co-ordinating resource the

8.3 following roles are assigned:

Role	Summary of Duties
Co-ordination	Gain overview; call meeting; assign roles; brief staff; act as main liaison.
Business Continuity	Assess operational impact; liaise with services, statutory authorities; safeguard documentation, records; seek support; make premise safe.
Communications	Establish arrangements for inbound/outbound comms; answerphone messages; website and Social Media; parental comms; Trustee and LGB communication
Log-Keeping	Attend briefings; log information; ensure TEMT members are keeping logs; collate and distribute logs; maintain accurate records.
Media Management	Link with traditional media; act as spokesperson; control media access to students, staff; develop media statements; be interviewed by the media; prevent misinformation spread; gather information.
Resources	Protect property and resource; ensure access and egress is maintained; link with PFI; establish safe spaces for co-ordinating teams; ensure needs are met; make sites safe; liaise with suppliers/customers; arrange site visits; mobilise resources (IT/Finance/HR).
Welfare	Meet staff and student welfare needs; develop plans for more vulnerable members of school community; inform students; ensure rest periods; encourage EAP use; link with EPM / Occ Health
Educational Visits	Link with Stephen Brown; establish incident overview; brief staff; account for whereabouts; ensure immediate welfare needs are met; gather pertinent documentation; liaise with insurers re School Journey Policy.
Post-Incident Support	Develop strategy for supporting school community ongoing; consider further briefing – who/what/how; source appropriate support e.g. Ed Psych; express sympathies; contact appropriate organisations.

8.4   The Trust has a Service Level Agreement (SLA) in place with Cambridgeshire County Council for Educational Visits and Learning Outside the Classroom. The SLA includes Visit Emergency Support. The service delivers training and support for academies in the event of an emergency on a visit. The adviser, Stephen Brown, is part of the VESN network and this service is part of the SLA. Contact details are included within this plan.

**9.** **Policy Distribution and Training** It is the responsibility of the CEO to ensure that

9.1 there is a level of awareness of
this plan across the Trust and to ensure Headteachers in each school develop their own Emergency and Business Continuity Plan aligned with this document.

9.2 School Senior Leadership Teams should review this document and their own policies at least annually, using desktop scenarios to provide an assurance that each school is readied and prepared for cases of emergency.

9.3 Example desktop scenarios are included within the appendices.

10. **Local Procedures**

10.1 This plan should be used as a strategic guidance document in operation alongside local policies used for immediate response.
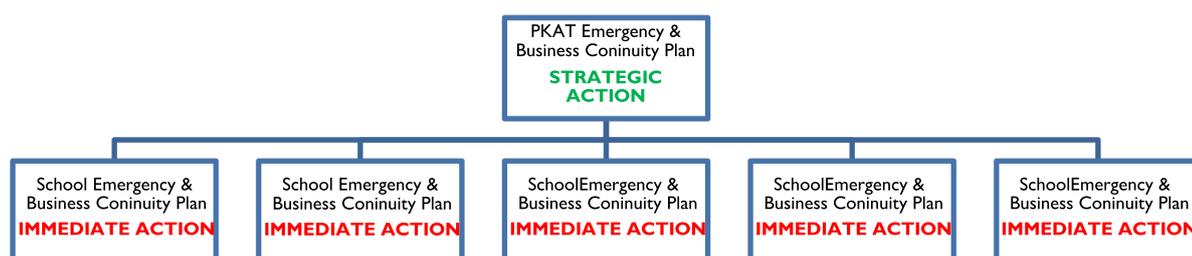
10.2 Local Emergency and Business Continuity Procedures are to developed and stored in each school with a copy available and stored in the Trust Office and on MS Teams. The colleagues in each school responsible for their local procedures are:

	Jack Hunt	Longthorpe	Nova	Ravensthorpe	Thorpe
Plan Owner	Simon LINFORTH	Kate TRETHEWY	Daniel SAULL	Emma WARD	Emma ANDERSON
Contact Number	01733 263526	01733 265959	01733 262696	01733 263342	01733 264340

Plan Location	Hard copy – Main Reception, Trust Office. eCopy – Firefly and PKAT Teams	Hard copy – Headteacher, Deputy, Business Manager, PKAT Action Cards – Main office e-Copy – Google Teams Policies Drive	Hard copy – School Office & Head's Office eCopy – SMT Drive: Policy Section	Sharepoint and H: Drive	Hard copy - in the main office e-Copy - Shared drive for SLT and LGB

11. School Information

	Jack Hunt	Longthorpe	Nova	Ravensthorpe	Thorpe
Address	Bradwell Road, Peterborough PE3 9PY	Bradwell Rd, Peterborough PE3 9QW	94 Middleton, Peterborough PE3 9XH	Brigstock Ct, Peterborough PE3 7NB	Atherstone Ave, Peterborough PE3 9UG
DfE Number	874/5405	874/2297	874/2014	874/2330	874/2012
Headteacher	Jon HEBBLETHWAITE	Kate TRETHEWY	Daniel SAULL	Emma WARD	Emma ANDERSON
Deputy Headteacher	Rob STARK	Jamie PARKHOUSE	Julie AUBERT	Rebecca BURGESS	Natalie OXER and Paula JEREMAES

Business Manager	Simon LINFORTH	Missy ALI	Jo CHRISTOPHER	Melanie BARNES	Julie BRITTEN
Chair of Academy Committee	Cheryl THOMPSON	Rodney JAMES	Thom GARTRELL	Colin HAMMOND	Anne CLAYTON
Weekday opening Hours	06:00 – 22:00	07:00 – 18:00 (Mon – Thurs); 07:00 – 17:30 (Fri)	07:30 – 17:30	07:00 – 17:30 (Term Time); 08:00 – 16:00 (Holidays)	07:00 – 18:00 (Mon – Thurs); 07:00 – 17:30 (Fri)
Staff Number	282	61	70	51	81
Pupil Number	1829	414	393	380	528 (+38 nursery = 566)
Age Range	11-18	4-11	4-11	4-11	3-11
Office Telephone	01733 263526	01733 265959	01733 262696	01733 263342	01733 264340
Office Fax					01733 267135
General email enquiries	in fo@jh s.pka t.co.uk	office@lps.p kat.co.uk	office@npa.pk at.co.uk	office@rps.p kat.co.uk	office@tps .pkat.co.uk
Website	www.jac khun t.net	www.longth orpe.net	www.n ovaprim aryacademy.co. uk/	www.ravenst horpe.org.uk	www.thor peprimary. co.uk

12. Key Contacts and Stakeholders

	Name / Contact	Contact Number	Email
Chief Executive Officer	Ian YOUNG		iyoung@pkat.co.uk
Chair of Trust Board	Claire HIGGINS		chiggins@pkat.co.uk
Chief Finance and Operating Officer	Howard NELSON		hnelson@pkat.co.uk
Director of SEND and Safeguarding	Jude MACDONALD		JMacdonald@pkat.co.uk
Director of School Improvement	Ali ENGLAND		AEngland@pkat.co.uk
Leadership Group Support	Chris GAME	07872 971764	cgame@jhs.pkat.co.uk
ICT Services MSP	Breathe Technologies	01223 209920	
Health & Safety Advisors	Simon EDMOND (Southall's / Citation)	07598 790582 / 0345 257 4015	simonedmond@citation.co.uk
Insurers (Zurich Municipal)	Dan KOENIGSBERGER	01252 387341	daniel.koenigsberger@uk.zurich.com
PFI Contractor	John SMITH (Bouygues)	07824 141478	J ohn .sm ith @bou yg ues-es.co.uk
Local Authority Resilience Support	Leigh DUNBAR	07920 160001	Leigh.dunbar@peterborough.gov.uk
Legal Advisors	Christopher Jones (Stone King)	01223 612083 07788 300 675	ChristopherJones@stoneking.co.uk

HR Advisors	Giulia DIXON (EPM)	07803 150323	Giulia.dixon@epm.co.uk
ESFA	Zakir HUSSAIN	0370 2670001	Academy.questions@education.gov.uk
Media and communications	Jungle PR		kate@junglepr.co.uk
Local Authority		01733 747474	
Educational Visits	Stephen BROWN (Cambridgeshire Outdoor Education Adviser)	01480 379677	Stephen.brown@cambridgeshire.gov.uk
Senior Leadership Adviser	Phil NASH	07920 270820	
Health & Safety Executive (HSE)		0845 300 9923	
Teacher Support Network		08000 562 561	
They Key for School Leaders		0800 061 4500	https://schoolleaders.thekeysupport.com/

13.   Version History

13.1   Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Draft Trust Policy created and issued to BMs / discussed at LG 12/09/2019	Matthew DEERE	14/08/2019

1.1	Review of Policy and updated pupil numbers		18/09/2020
2.1	Scheduled review incorporating feedback from CCC	Matthew DEERE	09/06/2022
2.2	Minor revision due to role and name changes	Matthew DEERE	29/09/2022
2.3	Minor revision due to role and name changes	Howard NELSON	06/06/2024
2.3	Official staff and pupil numbers to be updated		01/09/2024

14. APPENDIX 1 – ACTION CARDS FOR TERT

CO-ORDINATION Action Card		
Phase 1: Incident Management		
Ref	Action	Tick / sign / time
CO1	*Establish Overview of the Incident* ☐ *Survey the scene* ☐ *Assess (i.e. scale/severity, duration & impact)* ☐ *Disseminate information (to others)* ☐ *Gather and share information to facilitate decision-making and enhance the response*	
CO2	*Call the Emergency Services on 999 (if required)* *Provide as much information about the incident as possible*	
CO3	*Consider evacuating the School building, if necessary.* ☐ *Use normal fire evacuation procedures for the School* ☐ *Consider whether it may be safer or better for the pupils to stay within the School.* ☐ *Consider other method of site evacuation*	
CO4	*Check that all Pupils, Staff, Contractors and any Visitors have been evacuated from the building and are present.*	
CO5	*Ensure access for Emergency Service vehicles* *Ensure any required actions are safe by undertaking a dynamic risk assessment* *Consider delegating someone to be the emergency services liaison.* *Report Missing individuals to the*	
CO6	*Emergency Services Immediately and make a record of these individuals*	

Ref	Action	Tick / sign / time
CO7	*Establish a Senior Management Team in line with the school or Trust plan* *Ensure members understand their roles properly. All must keep a record of their actions, date and time. Delegate each section below if appropriate.* *Establish a contact point for all supporting personnel*	

Phase 2: Business Continuity

Ref	Action	Tick / sign / time
CO8	*Complete any records as required and support other action card owners with Phase 2 actions*	

Phase 3: Recovery & Resumption

Ref	Action	Tick / sign / time
CO9	*Complete any records as required and support other action card owners with Phase 2 actions*	

BUSINESS CONTINUITY Action Card		
Phase 1: Incident Management		
Ref	Action	Tick / sign / time
BC1	Assess the extent & nature of the incident, e.g.: ▪ 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 school. Try to ascertain how long the disruption will last.	
BC3	Assess the key priorities for the remainder of the working day and take relevant action	
BC4	Communicate the arrangements for delivery of critical School activities	
BC5	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC6	Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc to ensure the impact of the disruption is minimised.	
BC7	Consult the Trust insurers	
BC8	Consider the legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.	
BC9	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	

Ref	Action	Tick / sign / time
BC10	*If appropriate, contact organisations which can assist in document restoration.*	

Phase 2: Business Continuity		
Ref	Action	Tick / sign / time
BC11	*Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible. Initiate remote learning procedures*	
BC12	*Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.*	
BC13	*Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.*	
BC14	*In the event of a public health incident (e.g. pandemic), consider ordering infection control supplies and increasing the cleaning regime.*	

Phase 3: Recovery & Resumption		
Ref	Action	Tick / sign / time
BC15	*Work with school staff and other organisations to restore the usual school routine as a matter of urgency.*	
BC16	*Put in place further arrangements for remote learning, if necessary.*	
BC17	*Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.*	

COMMUNICATIONS Action Card		
Phase 1: Incident Management		
Ref	Action *Extra support at reception if*	Tick / sign / time
C1	*necessary Record a new message on*	
C2	*answer* *phone if appropriate. Consider setting it* *to 'answer only' mode Determine who*	
C3	*else needs to be* *informed – see contacts list*	
C4	*In the event of serious injury or fatality,* *report the incident to the Health and* *Safety Executive (HSE) as soon as* *possible in liaison with Trust H&S* *Advisors (Southalls / Citation)*	
Phase 2: Business Continuity		
Ref	Action	Tick / sign / time
C5	*Ensure regular information is provided* *to:* ▪ *Pupils* ▪ *Parents / carers* ▪ *Governors* ▪ *Extended services.*	
C6	*Consider the most effective* *arrangements for contacting pupils and* *parents / carers. Ensure that records of* *calls made to parents / carers are* *maintained. Consider website* *messaging and social media as tools*	
C7	*Liaise with the 'media management'* *role about contacting local radio* *stations.*	
C8	*Update the answer phone on a regular* *basis.*	
C9	*Liaise with the 'co-ordination' role in* *sending a letter home to parents /* *carers. This could include information* *on:* ▪ *What has happened* ▪ *How their child was involved* ▪ *The actions taken to support those* *involved*	

Ref	Action	Tick / sign / time
	Who to contact if they have any concerns or queries.	
C10	*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.*	

Phase 3: Recovery & Resumption		
Ref	Action	Tick / sign / time
C11	*Provide regular briefings to pupils and parents / carers.*	
C12	*Assist the 'business continuity' role in providing remote / virtual learning.*	
C13	*Check that any information in the public domain (e.g. website content) is accurate and up-to-date.*	

LOG KEEPING Action Card		
Phase 1: Incident Management		
Ref	Action *Attend incident team (e.g. TERT) briefings. Keep a log of important*	Tick / sign / time
LK1	*information, actions taken and decisions made.*	
LK2	*Ensure that each member of staff keeps an incident log*	
Phase 2: Business Continuity		
Ref	Action	Tick / sign / time
LK3	*Provide administrative / secretarial support to the TERT.*	
LK4	*Keep accurate records of anyone admitted to hospital or treated by the emergency services.*	
LK5	*Record details of any expenditure incurred.*	
Phase 3: Recovery & Resumption		
Ref	Action	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).*	

MEDIA MANAGEMENT Action Card

Phase 1: Incident Management

Ref	Action	Tick / sign / time
MM1	*Seek support from other organisations (e.g. local emergency services, authority) in responding to media requests.*	
MM2	*Ensure media access to the site, staff and pupils is controlled. Do not let the media onto Trust premises 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.*	
MM3	*Designate a specific area for the media away from the main entrances to schools, so they do not prevent or intimidate people entering and leaving the site.*	
MM4	*Develop a brief media statement (designed to provide reassurance) on behalf of the Trust. Information given must be limited until the facts are clear and all parents / carers have been notified.*	
MM5	*Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.*	
MM6	*Be prepared to be interviewed by the media.*	

Phase 2: Business Continuity

Ref	Action	Tick / sign / time
MM7	*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.*	

Ref	Action	Tick / sign / time
MM8	*Gather information from the TERT, emergency services and other organisations as appropriate.*	
MM9	*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).*	
MM10	*Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.*	
MM11	*Try to prevent the spread misinformation (especially through the use of mobile phones).*	

Phase 3: Recovery & Resumption		
Ref	Action	Tick / sign / time
MM12	*Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.*	
MM13	*Be aware of media interest in memorials or anniversaries of the event.*	

RESOURCES Action Card		
Phase 1: Incident Management		
Ref	Action	Tick / sign / time
R1	*Take action to protect property. Consider turning off utility supplies.*	
R2	*Ensure the emergency services can access / egress Trust premises without hindrance. Consider sending a member of staff to school entrances 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 school:* ▪ *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.*	
R5	*Create a Lost Property List*	
Phase 2: Business Continuity		
Ref	Action	Tick / sign / time
R6	*Liaise with utility suppliers as required.*	
R7	*Establish safe and secure areas to assist the response. E.g.:* ▪ *TERT briefing room* ▪ *Briefing area for parents / carers* ▪ *Media briefing room.* ▪	
R8	*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 school.*	

Ref	Action	Tick / sign / time
R9	*Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).*	
R10	*Work with the 'business continuity' role to arrange temporary accommodation, if required.*	

Phase 3: Recovery & Resumption		
Ref	Action	Tick / sign / time
R11	*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.*	
R12	*Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.*	
R13	*Procure temporary classrooms if appropriate.*	

WELFARE Action Card		
Phase 1: Incident Management		
Ref	Action *Establish arrangements to meet*	Tick / sign / time
W1	*the welfare needs of pupils, staff, parents / carers, visitors and responders.*	
W2	*Liaise with the Trust Wellbeing Lead and the Trust Safeguarding Lead to support Identify pupils who may require additional support:*	
W3	▪ *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).*	
W4	*Identify & record Injured Pupils and Staff/Visitors – Ensure they receive medical treatment*	
Phase 2: Business Continuity		
Ref	Action	Tick / sign / time
W5	*Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.*	
W6	*Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.*	
W7	*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…*	

Ref	Action	Tick / sign / time
W8	*Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.*	
W9	*Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.*	
W10	*Ensure that staff take regular rest periods.*	

Phase 3: Recovery & Resumption		
Ref	Action	Tick / sign / time
W11	*Complete any records as required and support the Post-Incident Support Role with their remit*	

EDUCATIONAL VISITS Action Card		
Phase 1: Incident Management		
Ref	Action *Establish arrangements to meet*	Tick / sign / time
EV1	*the immediate welfare needs of pupils and staff. Specify a Co-ordination Officer and a Welfare Officer.* **Cross-reference with the Off-Site Critical Incident Policy.**	
EV2	*Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.*	
EV3	*Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.*	
EV4	*Contact the Head Teacher nominated emergency contact. The local Senior Incident Management Team or TERT will liaise with the necessary bodies.*	
EV5	*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.*	
EV6	*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.*	
EV7	*Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.*	
EV8	*Keep a log of important information, actions taken and decisions made.*	

Ref	Action	Tick / sign / time
EV9	Remember to retain any important items / documents. E.g.: • Contact details • Consent forms (including medical and next-of-kin details) • Maps • Tickets • Medical Certificates/forms • Police Incident number	
EV10	DO NOT contact parents directly. (Instruct staff)	
EV11	DO NOT make comments to the media. (Instruct staff/Pupils)	
EV12	DO NOT discuss legal liability with others. (Instruct staff/Pupils)	
EV13	Where appropriate, contain media access to pupils (seek police assistance if necessary)	
EV14	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	

Phase 2: Business Continuity

Ref	Action	Tick / sign / time
EV15	Monitor and reassure pupils/staff. Make arrangements for the longer-term welfare needs of pupils and staff.	
EV16	Consult the Head Teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
EV17	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	

Phase 3: Recovery & Resumption

Ref	Action	Tick / sign / time
EV18	Complete any necessary forms / paperwork.	

POST-INCIDENT SUPPORT Action Card

Phase 1: Incident Management

Ref	Action *Introduce a strategy to monitor*	Tick / sign / time
PS1	*pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.*	
PS2	*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.*	
PS3	*Consider which pupils need to be briefed, how, and by whom.*	
PS4	*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.*	
PS5	*Consider providing relevant books in school libraries or eBooks for students in 1:1 iPad year groups.*	
PS6	*Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.*	
PS7	*Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.*	
PS8	*Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).*	
PS9	*Send a letter to parents / carers with information on:* • *The nature of the incident* • *How their child was notified of the incident*	

Ref	Action	Tick / sign / time
	▪ *Arrangements for support organised by the school* ▪ *Who to contact if they would like additional support.*	
PS10	*Maintain regular contact with parents / carers.*	
PS11	*Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.*	
PS12	*Consider organising an event for parents / carers to discuss any issues or concerns they might have.*	
PS13	*If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.*	

Phase 2: Business Continuity		
Ref	Action	Tick / sign / time
PS14	*Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.*	
PS15	*Consider requesting support from other organisations. E.g.:* ▪ *Teacher Support Network* ▪ *Samaritans* ▪ *Cruse Bereavement Care.*	
PS16	*Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.*	
PS17	*Cancel or rearrange any events which are inappropriate.*	
PS18	*Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.*	
PS19	*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.	
PS20	*Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.*	
PS21	*Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).*	
PS22	*Negotiate with parents / carers a suitable date for returning to school after a period of absence.*	
PS23	*Consider if any additional support could be provided which would make the return easier. E.g.:* ▪ *Initial part-time attendance* ▪ *Alternative methods of teaching* *A sanctuary that pupils could use if upset during the school day.*	
PS24	*Brief pupils who may be able to help in the process of resettling (e.g. close friends).*	
PS25	*Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for:* ▪ *Missed work* ▪ *Rescheduling projects* *Exams.*	
PS26	*Contact bereaved families to express sympathy on behalf of the school.*	
PS27	*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.*	
PS28	*Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:* ▪ *Closing the school on the day of the funeral as a mark of respect* ▪ *A senior member of staff attending the funeral on behalf of the school*	

If staff and pupils can be allowed time off school 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.*	

Phase 3: Recovery response

Ref	Action	Tick / sign / time
PS29	*Taking into account the wishes of the family, consider providing a suitable memorial at the school:* ▪ *Garden* ▪ *Seating area / bench* ▪ *Tree* ▪ *Book of condolence* ▪ *Fountain* ▪ *Sculpture* ▪ *Painting* ▪ *Photograph* ▪ ▪ ▪ ▪ *Prize (e.g. a sporting / academic trophy for older children).*	
PS30	*Be aware of important dates which may need to be prepared for. E.g.:* ▪ *Birthdays* ▪ *Christmas* ▪ *Mother's day* ▪ *Father's day* ▪ ▪ *Anniversary of the event.*	
PS31	*Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:* ▪ *Commemorative service* ▪ *Special assembly* ▪ *Concert* ▪ *Display* ▪ ▪ *Sports event.*	
PS32	*Be aware of renewed media interest near anniversaries of the event.*	

15. APPENDIX 2 - TABLETOP EXERCISE: COACH CRASH

Summary

This tabletop exercise is based on an emergency during an educational visit abroad. The scenario focuses on issues of communications, media pressure and responding to the concerns of parents / carers.

Accompanying footage (in the form of news bulletins) can be used for delivery of these injects. This footage is available online from: www.schoolemergencies.info

This exercise is designed to last approximately one hour.

Approximate timings 5	Activity
minutes 5 minutes 15	Introduction to exercise
minutes 5 minutes 15	Inject 1 (optional footage online)
minutes 15 minutes	Group discussion
	Inject 2 (optional footage online)
	Group discussion
	Debrief

Inject 1

Scenario time
Tuesday, 8.30am.

News bulletin
"We are just being updated on some breaking news. It has just come in that there has been an incident involving a British coach carrying a school party in France. It is not known at present if there are any fatalities but several children and adults appear to have been air-lifted to hospital. We are currently unable to confirm which school the party were travelling from. We will bring you more information on this story shortly."

Information
Agroup of 20 pupils and three staff are currently on an educational visit to France. They have been spending a few days in Normandy before travelling by coach to Paris. The leader of the trip is an experienced teacher who isused to leading educational visits. Accompanying her are two other teachers.

The headteacher (who has remained at home) has received a call from the educational visit leader to say the coach the party were in was involved in a crash. The educational visit leader is unharmed but a number of pupils and staff are injured, some seriously. Further details are unknown at this stage.

+ **What procedures does your school have in place for emergencies on educational visits?**

+ **Upon being informed of the incident, what actions should the school take?**

+ **Which organisations would the school need to contact for support?**

+ **Would parents / carers of affected pupils need to be contacted at this time? If so, how would they be notified and what should they be told?**
   Are any other actions required?

+

Inject 2

Scenario time
Tuesday, 9.15am.

News bulletin
"It has been confirmed that the coach crash in France earlier today involved pupils and staff from a school who were travelling to Paris as part of their European history course. It is believed that the coach was travelling south-bound on the autoroute when it swerved, the driver lost control and the coach overturned as it careered into adjacent fields. Two pupils are said to be a critical state with one member of staff said to be serious but stable. A further 10 pupils are being treated for injuries sustained during the crash. As yet the cause of the crash is unknown, the driver of the coach and another vehicle are being questioned by French Police."

Information
The school has been inundated with requests from parents / carers as to the welfare of their children. Many have turned up to the school to speak to the headteacher in person.

Pupils at school are also distressed; rumours have circulated that at least four people died in the crash. The media have arrived at the school and wish to interview a member of staff about the incident.

+ **What support can be provided to pupils and staff on the educational visit?**

+ **What support can be provided to relatives and friends of those affected?**

+ **What arrangements need to be established to respond to media requests?**

+ **Are any other actions required?**

16. **APPENDIX 3 - TABLETOP EXERCISE - SEVERE WEATHER**

Summary

This tabletop exercise aims to test the response of staff when faced with the decision to close the school during adverse weather.

Accompanying footage (in the form of news bulletins) can be used for delivery of these injects. This footage is available online from:
www.schoolemergencies.info

This exercise is designed to last approximately one hour.

Approximate timings 5	Activity
minutes 5 minutes 15	Introduction to exercise
minutes 5 minutes 15	Inject 1 (optional footage online)
minutes 15 minutes	Group discussion
	Inject 2 (optional footage online)
	Group discussion
	Debrief

Inject 1

Scenario time
Sunday, 1pm.

News bulletin
"The country was last night blanketed by heavy snow, with many regions receiving as many as six inches of snow overnight. Accompanying this, an area of high pressure has followed behind the snow clouds, leading to clear skies and causing temperatures to plummet.

Motoring organisations and the Police are warning of treacherous driving conditions. Gritting of roads is being undertaken but due to the preceding extensive cold snap, it is believed many salt stocks may be low. Additionally, some areas where the heaviest snow fall has occurred are without power and electricity companies are struggling to reconnect supplies in the current weather conditions."

Information
Weather conditions over the weekend have been poor and many properties in the neighbourhood have lost electricity supply; fortunately the school has not been affected.

Heavy snow is forecast from 10pm onwards. However, if the weather is not as bad as feared the school should be able to open tomorrow as usual.

+ **What arrangements should staff make today in order to prepare for a possible school closure tomorrow?**

+ **When would the decision to close the school actually be taken?**

+ **If the school does have to close, how will parents / carers and pupils be informed? Who else would need to be notified and are the necessary contact details available?**
Are any other actions required?

+

Inject 2

Scenario time
Monday, 7am.

News bulletin
"With the severe weather the country has been experiencing there has been much disruption to many transport services and businesses. In many counties, hundreds of schools have taken the decision to close. The school has had its closure prolonged due to a burst pipe as a result of the freezing temperatures. This has caused severe flooding, with damage to equipment and loss of pupils' work."

Information
A significant amount of snow fell overnight but the site manager / caretaker has managed to arrive at school; only to find that freezing temperatures have caused a water pipe to burst. The water supply has been isolated but not before a significant proportion of the school has flooded. The school office and two classrooms have been particularly badly affected.

The school is likely to be closed for at least a couple of days.

+ **What support is needed to recover from damage caused by the flooding?**

+ **Could pupil's work be recovered? What reassurance needs to be provided to pupils whose work has been damaged?**
How will the school keep staff, parents / carers, pupils, the local authority and the media

+ **informed of developments?**
How will pupil and staff absence be recorded?

+ **Are any other actions required?**

+

17.   APPENDIX 4 - TABLETOP EXERCISE - SMOKE PLUME

Summary

This tabletop exercise aims to test your shelter procedures. Although this is a tabletop exercise it could be adapted into a live exercise of your shelter drill.

Accompanying footage (in the form of news bulletins) can be used for delivery of these injects. This footage is available online from:
www.schoolemergencies.info

This exercise is designed to last approximately one hour.

Approximate timings 5	Activity
minutes 5 minutes 15	Introduction to exercise
minutes 5 minutes 15	Inject 1 (optional footage online)
minutes 15 minutes	Group discussion
	Inject 2 (optional footage online)
	Group discussion
	Debrief

Inject 1

Scenario time
Thursday, 12.30pm.

News bulletin
"There have been reports of a large fire at an industrial estate, with large plumes of thick black smoke. Residents living up to five miles away are said to have heard a large explosion shortly before the flames were sighted. Fire & rescue crews are attempting to control the fire at present but have called for back-up pumps from other services. There are unconfirmed reports of a fatality amongst workers on the industrial estate. We'll have more as we get it."

Information
During lunchtime, pupils and staff heard a large explosion from an industrial estate half a mile away. Some of theyounger pupils are frightened and one is particularly distressed. Older pupils are more inquisitive and wish toknow what is happening.

Athick smoke plume has begun to travel towards the school.

> - **Which organisations should the school contact for advice and support?**
>
> - **What arrangements are needed for pupils distressed by the incident?**
>
> - **Are any other actions required?**

Inject 2

Scenario time
Thursday, 1.15pm.

News bulletin
"Fire & rescue crews have managed to contain a large fire at an industrial estate but there are still toxic fumes rising from the fire. Local residents are advised to go in, keeping their windows closed. Stay in and please tune in to your local radio station for further information. Pupils and staff at a nearby school are being asked to remain indoors."

Information
The smoke plume is passing almost directly over the school. Having seen the smoke, many of the younger pupils are becoming increasingly agitated.

Although the fire has been contained the smoke plume will persist for a considerable length of time. The Fire & Rescue Service are confident the wind direction will change in the next couple of hours and that pupils will be able to return home by 6pm. Until this time they have instructed pupils and staff to shelter inside the school.

Despite the noxious clouds of smoke many parents / carers have contacted the school to ask if they can take their children home.

> - **What information should be provided to pupils and parents / carers? Should parents / carers be allowed to take their children home?**
>
> - **How can pupils be reassured and made to feel safe? Would it be appropriate for a member of the Fire & Rescue Service to visit the school to provide reassurance?**
>
> - **Are any additional welfare arrangements needed for pupils and staff (e.g. those with medical needs)?**
>
> - **Are any other actions required?**

18. **APPENDIX 5 - TABLETOP EXERCISE - FOOD POISONING**

Summary

This tabletop exercise aims to test your school's response to a food poisoning incident. The scenario focuses on responding to media requests and the business continuity implications of a school closure.

Accompanying footage (in the form of news bulletins) can be used for delivery of these injects. This footage is available online from:
www.schoolemergencies.info

This exercise is designed to last approximately one hour.

Approximate timings 5	Activity
minutes 5 minutes 15	Introduction to exercise
minutes 5 minutes 15	Inject 1 (optional footage online)
minutes 15 minutes	Group discussion
	Inject 2 (optional footage online)
	Group discussion
	Debrief

Inject 1

Scenario time
Wednesday, 2pm.

News bulletin
"A local school has today been forced to close with all pupils and staff being sent home, due to a severe outbreak of a sickness and diarrhoea type bug. Two pupils have been admitted to hospital as a result of complications though it has been emphasised that these children had underlying health problems. A spokesperson from the local education authority said that approximately 60% of staff and pupils had been affected. There will be an investigation into the outbreak. Relatives of pupils and staff are being advised to look out for early symptoms of the illness which include nausea and fever."

Information
One employee and two pupils have been taken to hospital and the school has been forced to close until the cause of the outbreak has been ascertained.

Asignificant proportion of staff are unwell although they do not require hospital treatment. They have been told to rest and will be unable to return to work until next week.

+ **What information should to be provided to parents / carers and pupils?**

+ **Can the school provide support to the member of staff and two children taken to hospital?**

+ **What arrangements need to be established to respond to media requests?**

+ **Are any other actions required?**

Inject 2

Scenario time
Thursday, 9am.

News bulletin
"The school at the centre of a local food poisoning incident is to remain closed pending an investigation into the cause of the outbreak. In total five pupils and one member of staff have been admitted to hospital. The local education authority is working with the environmental health department in order to reopen the school as soon as possible."

Information
The member of staff and two pupils in hospital are recovering well. As the cause of the outbreak is still unknown the school will not be able to reopen for at least a week.

+ **How should the school co-operate with an investigation into the outbreak?**

+ **Can remote learning arrangements can be provided to those pupils who are not ill?**

+ **Will this incident negatively affect the reputation of the school? What can be done to limit this damage?**
Are any other actions required?

+