**[Replace below logo with School logo if you wish]**



**[Insert Name of School]**

**Schools’ Emergency, Business Continuity & Recovery Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item Record Table – To be completed by school** | | | | |
| **Title** | **[Insert School Name] Schools’ Emergency, Business Continuity & Recovery Plan** | | | |
| **Freedom of Information (FOI) and Data Protection** | **[**Insert Restriction type**]**  FOI Lead Agency - **[**Insert School Name**]** | | | |
| **Author** | **[**Input Author Name**]** | | | |
| **Document Owner** | **[**Insert Document Owner**]** | | | |
| **Document Maintenance** | A full review of this plan will be conducted every 3 years, or sooner, in close consultation with key stakeholders. In addition, contact details will be confirmed on an annual basis. | | | |
| **Consulted** | **[**Insert departments / agencies consulted with**]** | | | |
| **Approved by** | **[**Insert Document Owner**]** | | **Date: [**Insert Date approved**]** | |
| **Review Date**: | **[**Insert Review Date**]** |  | |  |

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Introduction

Schools have a fundamental duty of care to create a safe environment for both staff and pupils. Parents and carers entrust schools with the well-being of their children, and it is through the collective efforts of school staff and governors that educational institutions remain secure. However, unforeseen emergencies can impact schools at any time, varying in scale and severity.

Incidents affecting a school are varied and may include:

1. **Severe Weather**: From flooding to heavy snowfall, extreme weather events can disrupt normal operations.
2. **Fire, Flood, or Explosion**: Accidents within the school premises can pose significant risks.
3. **Injury or Death**: Tragic events involving students or staff members.
4. **Violence and Assault**: Instances of aggression within the school environment.
5. **Destruction or Vandalism**: Damage to school property.
6. **Chemical or Toxic Substance Release**: Accidental spills or leaks.
7. **Community Disasters**: Wider-scale calamities impacting the local area.
8. **Educational Visit Incidents**: Accidents during field trips, including road traffic collisions.
9. **Public Health Emergencies**: Such as pandemics or epidemics.

While critical incidents are infrequent occurrences, it is paramount to maintain thorough preparedness to mitigate their impact and respond effectively. Effective crisis management not only preserves lives but also instils confidence in staff, parents / carers, and pupils. Additionally, it serves to uphold the school’s esteemed reputation and shields against potential legal ramifications.

These incidents may arise within the school premises or beyond, whether during term time or school holidays, and irrespective of regular school hours. Their repercussions can be profound and enduring, affecting all members associated with the school.

**So why produce and maintain an emergency plan for your school?**

The importance of having an emergency plan cannot be overstated. Both the Department for Education and Local Authorities advocate for schools to develop such plans. Furthermore, OFSTED prioritises the assessment of schools’ safeguarding procedures, emphasising the need for robust policies to address emergencies.

Guidance on [Emergency planning and response for education, childcare, and children’s social care settings](https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings#security-related-incidents) is available from the Department of Education.

Aim

The aim of this document is to provide a template for Sandwell schools, enabling them to establish a structured response to emergencies. It outlines how to effectively manage and coordinate emergency situations while ensuring continuity of service.

Objectives

The objectives of this guidance document are to provide:

* Aide memoires on the types of emergencies schools should prepare for and issues to consider when completing this template plan for your school
* To identify critical/useful contact information
* Information and notes to complete an emergency plan for your school.
* To identify the immediate actions of the responders and school community
* To identify a plan audit and review process

Front Page

**Insert name of school**

Insert School logo should you wish

**Insert page numbers**

**Fill in the table as suggested below**

## Version Control

To ensure the validity of the plan, copy holders are requested to notify the Head Teacher of any amendments to the information contained within it. Updated plans will then be distributed to all copy holders. All previous versions of the plan will be destroyed.

**The contents of this plan should be completely reviewed on an annual basis and following an incident or disruption.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Version** | **Updated By (Name and Role)** | **Amendment Details** | **Next Review Date** |
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Plan Distribution List

**Internal Distribution List**

Fill in the table as suggested below

|  |  |  |
| --- | --- | --- |
| **School Staff** | **No of copies** | **Format** |
| Write the names of the staff who have been issued with a copy of the plan e.g., Head Teacher / Principal, Premise Manager, Site Manager, School Business Manager, and also circulate to the Governing Board / Body.    All those with emergency responsibilities should hold an up-to-date copy of the emergency plan off-site.  This is to assist with version control of your plan. | How many copies have been given to this person?  e.g., The Head Teacher may wish to have more than one copy, one for home, one at school for example | Electronic and/or paper |

**External Distribution List**

Consideration should be given to where the school plan is distributed/published; this is due to telephone numbers, such as Sandwell Councils’ Resilience Team’s number, that should not be released to the public.

It is important that your emergency plan is stored securely and only viewed by relevant persons. It is advised not to upload this document onto your website.

Fill in the table as suggested below

|  |  |  |
| --- | --- | --- |
| **Organisation** | **No of copies** | **Format** |
| Write the names of the organisations to which you have issued a copy of your plan.  Other organisations may include external clubs that use your school and your buddy establishment(s). |  |  |

**Plan Distribution List Example**

**The plan should be treated as a secure document and its contents kept confidential at all times.**

|  |  |  |
| --- | --- | --- |
| **Distribution List** | **Location** | **Date Issued** |
| [Insert Name - Chair of Governors] | Office Copy |  |
| Home Copy |  |
| [Insert Name - Head Teacher] | Office Copy |  |
| Home Copy |  |
| [Insert Name - Assistant/Deputy Head Teacher] | Office Copy |  |
| Home Copy |  |
| [Insert Name – Designated Safeguarding Lead] | Office Copy |  |
| Home Copy |  |
| [Insert Name - School Business Manager] | Office Copy |  |
| Home Copy |  |
| [Insert Name – Schools’ Off-Site Visits Co-ordinator] | Office Copy |  |
| Home Copy |
| [Insert Name - Office Manager] | Office Copy |  |
| [Insert Name - Caretaker/Site Supervisor/Manager] | Home Copy |  |
| [Emergency Grab Bag (If appropriate)] | School office or off-site |  |
| [School Incident Management Team Members, see Page 16 for details] Input below: |  |  |
|  |  |  |
|  |  |  |
| [Please add any other relevant staff to this template to be distributed to] |  |  |
|  |  |  |
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|  |  |  |
| **Additional Copies: (if appropriate)]** |  |  |
| [Off-Site Copy] |  |  |
| [Electronic Copies] |  |  |
| [Back-up Copy] |  |  |
| [Diocese, Governors or Local Authority (optional)] |  |  |

## Incident Response Activation

|  |  |  |
| --- | --- | --- |
| **EMERGENCY** | | |
| **Complete relevant emergency scenario aide-memoire or adapt as appropriate.**  **Business continuity aspects are also considered.** | | |
| **1.** | Unplanned School Closure | Page 24 |
| **2.** | Death or Serious Injury to a Pupil or Staff | Page 26 |
| **3.** | Outbreak of Disease | Page 28 |
| **4.** | Emergency Safeguarding | Page 30 |
| **5.** | School Trip Incident | Page 32 |
| **6** | Fire or Flood | Page 35 |
| **7** | Bomb Threat | Page 37 |

|  |  |  |
| --- | --- | --- |
| **DISRUPTION** | | |
| **Complete relevant business continuity scenario aide-memoire from list below or adapt as appropriate.** | | |
| **8.** | Unplanned Loss or Shortage of Key Staff | Page 41 |
| **9** | Denial of Access | Page 43 |
| **10.** | Failure of Technology or Loss of Data | Page 44 |
| **11.** | Loss of Key Suppliers, Partners or Third Parties | Page 45 |
| **12.** | Loss of Utilities | Page 46 |

End of Incident Phase

**Go to Section 3 – Recovery Phase**

**(Page 48)**

**Emergency or Disruption?**

(Use Page 15 if unsure)

Start and Maintain Incident Log

**(Page 9)**

## Incident Log Sheet

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Incident Name:** | | | | **Sheet Number:** | | |
| **Date** | **Time** | **Contact Details (incoming/outgoing)** | **Information (received/given)** | **Actions (to be taken)** | **Complete?**  **(Date/Time)** | **Person Responsible** |
|  |  |  |  |  |  |  |
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# Emergency Contacts Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| Local Authority Contacts | | Office Hours/Out of Office Hours | Number |
| Duty Emergency Planning Officer (DEPO) | | 24 hrs a day | 0121 569 6800 (ask for Duty Emergency Planning Officer) |
| Director of Children and EducationSally Giles | | Office hours/Out of office hours | 0121 569 8204 [sally\_giles@sandwell.gov.uk](mailto:sally_giles@sandwell.gov.uk)  07775 011 126 |
| Assistant Director Education ServicesJulie Andrews | | Office hours/Out of office hours | M: 07919 291012  [Julie\_andrews@sandwell.gov.uk](mailto:Julie_andrews@sandwell.gov.uk) |
| Assistant Director Education Support ServicesSue Moore | | Office hours/Out of office hours | 07810646007 sue\_moore@sandwell.gov.uk |
| Assistant Director Inclusive Learning ServicesMark Joshi | | Office hours/Out of office hours | 07920859446  Mark\_joshi@sandwell.gov.uk |
| Assistant Director - Children’s Commissioning, Partnerships and Improvement | | Office hours/Out of office hours | Vacant |
| MASH Education Team | | Office Hours | 0121 560 8144 |
| Child Safeguarding | | 24 hrs a day | 0121 569 3100 |
| Educational Psychologists | | Office Hours Only | 0121 569 2777 |
| Educational Visits Advisor | | Office Hours Only | AB - 07920 757479 / CG - 07767 311497 AB [aileen\_barlow@sandwell.gov.uk](mailto:aileen_barlow@sandwell.gov.uk) or CG christina \_grange@sandwell.gov.uk |
| School Organisation Team (Unplanned School Closures) | | Office Hours Only | 0121 569 8341 School\_orgainastionunit@sandwell.co.uk |
| Sandwell Property Care (SPC) or your identified contractor for property repairs/maintenance | | Office HoursOut of Office Hours | 0121 569 453907590 801423 |
| Public Relations and Communications Team | | Office Hours Out of Office Hours | 0121 569 3031For emergencies only outside of these hours: 07920 027723 |
| Public Health UKHSA | | Office Hours Out of Office Hours | PublicHealth[\_BusinessSupport@sandwell.gov.uk](mailto:_BusinessSupport@sandwell.gov.uk)01384 679 031 (Health professionals only) |
| Environmental Health | | Office Hours Out of Office Hours | [pollution\_control@sandwell.gov.uk](mailto:pollution_control@sandwell.gov.uk)  West Midlands Fire Service - 999 |
| Risk and Insurance or your identified insurance company | | Office HoursOut of Office Hours | Risk\_services@sandwell.gov.uk |
| Legal | | Office Hours | Social Care Partner Lead/Solicitor – 07870 514 729  Adults/Education Solicitor – 07870 514 729  [adultsandeducation\_legalservices@sandwell.gov.uk](mailto:adultsandeducation_legalservices@sandwell.gov.uk) |
| Resilience Team Emergency Planning | | Office Hours | [emergency\_planning@sandwell.gov.uk](mailto:emergency_planning@sandwell.gov.uk) |
| School Leads | | | |
| Chair of Governors | |  |  |
| Head Teacher | |  |  |
| Deputy Head Teacher | |  |  |
| School Key Holders | | | |
|  | |  |  |
| School Incident Management Team Members | | | |
|  | |  |  |
|  | |  |  |
| Governors | | | |
|  | |  |  |
|  | |  |  |
| Agency Staff Providers and Regular Supply Staff | | | |
|  |  | |  |
|  |  | |  |
| Other Third Parties | | | |
| Security Companies |  | |  |
| Transport Providers |  | |  |
| School Meals providers |  | |  |
| External Site Users |  | |  |
| Utility Companies | | | |
| Electric |  | |  |
| Gas |  | |  |
| Water |  | |  |
| Telephone Provider |  | |  |
|  |  | |  |
| Other Useful Numbers | | | |
| Teacher Support Network | 24 Hour Helpline | | 08000 562 561 |
| Trade Union |  | |  |
| Insurance Company |  | |  |
| Exam Board/s |  | |  |
|  |  | |  |
| Local Hospital/Medical Centre |  | |  |
| Local Police Station |  | |  |
| ‘Buddy School’ and Neighbouring Schools | | | |
|  |  | |  |
|  |  | |  |
| Other Organisations | | | |
| Department for Education | Enquiry Line | | 0370 000 2288 |
| Environment Agency | Flood Line (24 Hour) | | 0845 988 1188 |
| Foreign and Commonwealth Office | Consular assistance (24 hr) If Abroad Ring: | | 020 7008 1500+44 20 7008 1500 |
| UK Health Security Agency (UKHSA) | Main SwitchboardOut of hours advice | | 0344 225 3560 (option 2) OOHs (Health professionals only) 01384 679 031 |

**Non-Emergency Contact Numbers**

(For building maintenance / repairs for Schools who have contracts in place with Sandwell Council)

**Please note:** The contacts below are for Schools who have contracts in place with Sandwell Council for the maintenance and repairs of their premises**.** The contacts below are not to be shared with members of the public and should be treated with confidence.

If you do not have a contract in place with the council for maintenance/repairs, please contact your identified contractor for property repairs/maintenance

|  |  |  |
| --- | --- | --- |
| Venue | Point of Contact (POC) | Number |
| **Oldbury Learning Community** | Paul Oliver | 07900 758642 |
| **Rowley Regis Learning** | Paul Oliver | 07900 758642 |
| **Smethwick Learning Community** | Libby Baker | 07824 530157 |
| **Tipton Learning Community** | Libby Baker | 07824 530157 |
| **Wednesbury Learning Community** | Libby Baker | 07824 530157 |
| **West Bromwich Central Learning Community** | Gail Tranter | 07824 122361 |
| **West Bromwich North Learning Community** | Gail Tranter | 07824 122361 |
| **Edgmond Hall** | Paul Oliver | 07900 758642 |
| **Plas Gwynant** | Gail Tranter | 07824 122361 |
| **Ingestre Hall** | Libby Baker | 07824 530157 |
| **Frank Chapman** | Libby Baker | 07824 530157 |

In an emergency, please use the contact details below. The emergency contacts can also be found in the Emergency Contacts Sheet **(page 10):**

**Emergency Repairs** – Please call **SPC Helpdesk** on: **0121 569 4539**

(between **8am-5pm** Mondays to Thursdays and **8am-4pm** on Fridays)

For **Out of Hours** emergency repairs please call: **07590 801423**

# Section 1 Planning

**Planning**

## School Head: Statement of Intent

**[Insert School Name]** is committed to ensuring the highest level of education and development for all of its pupils. This is particularly important during times of disruption which can be caused by a variety of different scenarios.

As Head Teacher, supported by the Chair of Governors and the School Incident Management Team, I will be responsible for the coherence and effectiveness of the school’s emergency and business continuity planning arrangements. This includes ensuring that the school is fully prepared to cope with any incident that may arise and providing a continued education and place of safety for the pupils.

This School Emergency Plan will enable our school to fulfil its obligations to:

* **Protect the vulnerable, including pupils and staff**
* **Support the work of the Emergency Services**
* **Maintain business continuity when faced with any disruptive challenge**

We will achieve this through:

* **Effective planning and preparation**
* **Establishing roles, responsibilities, and a leadership structure**
* **Working towards a confident and controlled incident response and recovery**
* **School wide training and awareness raising**
* **Tailoring this plan to meet the school’s specific needs**

We recognise that it is the responsibility of every member of staff and school personnel to be familiar with the plan and its contents. This plan will be regularly reviewed and kept up to date in order to fulfil the above obligations to a high standard.

Signed

**Head Teacher**

**Defining an Incident: Emergency or Disruption?**

Disruption

Emergency

**Definition:**

Not all incidents are emergencies, a disruptive challenge is an incident which:

* Results in an interruption to the delivery of key services
* Requires the educational establishment to respond in a manner outside of its normal day to day procedures

**Definition:**

Handling emergencies is a normal part of school life. Some incidents, however, are of a more critical and overwhelming nature in which staff, pupils and parents / carers may experience acute or even prolonged distress. Emergencies can:

* Arise with or without warning
* Cause or threaten death, injury or serious disruption to normal life
* Affect more people than can be dealt with under normal conditions
* Require special mobilisation and organisation of resources

Causes of disruptions:

* Industrial action
* Sickness
* Severe weather
* Utility failure
* Supply chain issues

The primary aim of **Business Continuity Planning (BCP)** is to ensure that, unless there is an overwhelming pressure caused by the disruption, the school remains open during term times and normal routines and timetables are maintained as far as possible.

It is important to develop strategies or alternative ways of working that allow this to happen, considering the circumstances of the incident and level of response required.

**The Business Continuity Aide-Memoires act as a guide to ensure minimal disruption to the school as a service and a return to normal as soon as possible.**

Examples:

* The murder of a pupil or staff member
* Fatal road traffic collisions
* Fatalities or serious injuries on school trips
* Teacher, member of staff or pupil suicide
* Community tensions
* Major arson attacks
* Severe weather damage
* Missing pupils
* A fatal accident involving a contractor on school premises

**If an event or incident falls under one or more of the above definitions or examples it is likely to require a planned emergency response.**

**Choose from Business Continuity**

**Aide-Memoires 8-12**

**(Pages 41-46)**

**Choose from Emergency**

**Aide-Memoires 1-7**

**(Pages 24-40)**

**School Incident Management Team Guidance**

The School Incident Management Team (SIMT) is the group convened during or following an incident in order to manage the situation in an organised and structured manner.

Any staff or personnel may fill these roles depending on their skills, and more than one role can be assigned to the same person. While some roles may naturally align with particular staff members; it is vital to consider that the tasks will need to be completed under significantly higher stress during an emergency. Additionally, the roles and responsibilities called upon will heavily depend on:

**SCALE** – What is the extent of the emergency and what resources are required?

**DURATION** – How long will the incident last, considering both short and long term?

**IMPACT** – How severe is the impact on key services, buildings, or stakeholders?

The table below serves as a framework to consider and develop the following questions:

* What roles may need to be filled during and following an incident?
* What key responsibilities does each role entail?
* Who within the school could fill each role if required? *Recording the names and contact details of trained and suitable personnel will save time in an emergency.*
* What training considerations and resources are available for each role?

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Tasks and Responsibilities in an Emergency or Disruption** | **Pre- Incident**  **Training and Resources** | **Staff Trained (Names)**  **(Details on Page 6)** |
| **Incident Team Lead**  (Head Teacher/Deputy or Chair of Governors) | **Strategic Role**   * Chair of School Incident Management Team * Ensure school-wide continuity. * Receive information and make decisions * Lead on interviews or assign appropriate SIMT member e.g. Media and Communications Lead. * Work through aide-memoire | School incident management workshops (can be supported by Sandwell Resilience Team)  Email: [emergency\_planning@sandwell.gov.uk](mailto:emergency_planning@sandwell.gov.uk)  Familiarisation with Emergency Plan |  |
| **Log Keeper**  **(Essential Role)** | * Maintain incident log (Page 9) * Ensure that all key decisions and actions taken in relation to the incident are recorded accurately * Ensure that all other logs such as communications or recovery logs are also being maintained | A variety of ‘Incident Loggist’ virtual training courses are available online |  |
| **Communications and Media Lead** | * Maintain a communications and media log * Follow the Communications and Media Checklist (Page 47) * Establish and maintain lines of communication with all stakeholders – use aide memoires * Responsible for social media * Liaise with Council PR and media * Collate information about the incident for press statements | A variety of media management and crisis communications courses can be found online |  |
| **Facilities Lead** | * Maintain log of actions * Ensure site security and safety during and following an incident * Liaise with SIMT Manager to advise regarding infrastructure * Point of contact for contractors * Pre incident: ensure school site information section is up to date (Page 56) | Risk Assessment Training  Fire Safety/Marshal Training  <https://www.gov.uk/government/publications/school-and-college-security>  (Managing Security in Schools Guide – National Association of Head Teachers Website)  School specific scenario workshops may also highlight facilities issues |  |
| **Health and Safety Lead** | * Maintain health and safety log * Responsible for following and distributing any health and safety procedures or advice * Risk assessments * Consider infection control * Complete any accident/incident paperwork and RIDDOR forms. * Manage first aid considerations | Health and Safety courses and materials available from:   * Health and Safety Executive * UKHSA * National Union of Teachers |  |
| **Child Safeguarding**  **Officer** | * Maintain safeguarding log * Ensure welfare of all pupils * Co-ordinate with Police, Family Liaison Officers; Educational Psychologists; Children’s Services and any relevant voluntary organisations * DBS checks of temporary staff | School mandatory training  Sandwell’s Safeguarding  Children Board also offers safeguarding training  Online Emergency Toolkit: [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk/) |  |
| **Emotional Support Lead** | * Maintain log of all incident related cases and actions * Work with Child Safeguarding Officer to identify child needs * Act as a point of contact for pupils or staff with concerns about the incident or with difficulties recovering from it. Be a source of advice about support available | [Redcross.org/education: Emotional Support in a Crisis](https://www.redcross.org.uk/get-involved/teaching-resources/emotional-support)  Emotional First Aid Training Course:  [www.emotionalfirstaid.co.uk](http://www.emotionalfirstaid.co.uk/) |  |
| **Business Continuity**  **Lead** | * Record all decisions and actions in the incident log (Page 9) * Take responsibility for business continuity considerations * Take decisions in order to return swiftly to ‘business as usual’ * Pre-incident business continuity checklist (Page 21) | Training resources and courses available at:  [www.thebci.co.uk](https://www.thebci.org/)  [continuityshop.com/](https://www.continuityshop.com/)  [www.ibct.com](http://www.ibct.com)  [epcresilience.com](https://www.epcresilience.com/)  School disruption and closure scenario workshops |  |
| **ICT**  **Lead** | * Maintain ICT log * Ensure resilience and recovery of the school’s ICT infrastructure * Work with the Business Continuity Co-ordinator in disaster recovery * Liaise with suppliers or ICT support | Backup and disaster recovery in school’s information can be found online |  |
| **Recovery**  **Co-ordinator** | * Maintain recovery log (Page 50) * Lead and report on the school’s recovery process * Facilitate a full debrief * Identify lessons learned as a result of the incident/recovery * Liaise with the plan owner to ensure lessons learned are incorporated into the plan development | Emergency response and recovery guidance: [emergency-response-and-recovery](https://www.gov.uk/guidance/emergency-response-and-recovery) |  |

**Further Notes:**

## Training and Exercising

To ensure the effectiveness of this plan during a real life incident, the following training methods will be incorporated into the school’s emergency preparations:

* Sandwell Council Resilience Team offers emergency planning awareness, school workshops and business continuity advice.

* Emergency Plan training and awareness raising will be integrated into inductions and mandatory training for all relevant personnel.
* Pupils will be included in the training and awareness schedule, with activities such as test exercises, practising routes to a ‘buddy school’ or discussing past incidents to prepare them and foster a greater atmosphere of calm in a real incident.
* Planning ‘walk-throughs’ to communicate the contents of the plan and to ensure staff are familiar with arrangements and procedures.
* Specific staff will receive education and training on Business Continuity (Page 21) and School Incident Management Team roles and responsibilities (Page 16).
* Component tests, for example checking alarms and locks and testing external storage devices.
* Table-top exercises using example scenarios to check the validity and reliability of the plan contents.
* Discussion of real life incidents to improve planning and response.
* Regular review of training log to ensure training is relevant and up to date.

**A record of all training events, workshops, or exercises will be kept using the log sheet on the following page.**

Further resources and reading:

* + UK Government - [Severe Weather- schools and early years settings](https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings)
  + Sandwell Council Resilience Team - [www.sandwell.gov.uk/emergencyplanning](http://www.sandwell.gov.uk/emergencyplanning)
  + British Red Cross - [Disaster & emergencies teaching resources](https://www.redcross.org.uk/get-involved/teaching-resources/disasters-and-emergencies-teaching-resources)
  + Business Continuity Guidance - [Business continuity or disaster recovery plan: guidance and template](https://schoolleaders.thekeysupport.com/policy-expert/leadership-governance/business-disaster-recovery-policies/#:~:text=Business%20continuity%20planning%20is%20a,changes%20to%20your%20school%20premises.)

**Training and Exercising Log Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | | **Staff Trained** | **Details** | **Trainer** |
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## Emergency Grab Bag

A ‘grab bag’ is a store of important and useful equipment and resources that can be accessed quickly should you be required to evacuate your premises.

|  |  |  |
| --- | --- | --- |
| **Section** | **Details** | **Included?** |
| **Completed Emergency and Business Continuity Plan** | Emergency and Business Continuity Plan to include:   * Key Contact details (Page 10) * School Specific Information (Page 55) * School Incident Management Team details and contacts (Pages 10 and 16) |  |
| **Organisational Information** | Staff Handbook (policies and procedures) |  |
| Health and Safety Paperwork |  |
| Supplier and contractor information |  |
| Pupil Information |  |
| Remote Learning Passwords |  |
| Local ‘Buddy School’ Information |  |
| **Equipment and other items** | First Aid Kit |  |
| Local Maps (showing car parking) |  |
| Torches |  |
| Whistles |  |
| Stationery |  |
| High Visibility Vests |  |
| Mobile phone: charged and with credit available |  |
| Mobile phone charger/car charger kit |  |
| Small amount of cash in change |  |

Note location of all grab bags below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Location** | **Date Checked** | **Date**  **Checked** | **Date Checked** | **Date Checked** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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## Business Continuity Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Completed**  **Date/Name** | **Reviewed**  **Date/Name** | **Reviewed**  **Date/Name** |
| Include alternative numbers on the Contacts Sheet (Page 10) for:   * Suppliers and third parties * Caterers * Supply/agency staff * ICT support * Transport providers * Key holders |  |  |  |
| Electronic back up of data and off-site storage of hard copies (record location of each document):   * Insurance * Legal * Emergency Plan |  |  |  |
| Keep an asset register of valuable school items for insurance purposes (including photos) |  |  |  |
| Ensure safety of and access to valuable school documents such as controlled assessments |  |  |  |
| Access to remote learning: internet, e-mail, networks |  |  |  |
| Partnership with ‘Buddy School’  shared facilities, information, staff and resources |  |  |  |
| Arrangements for priority and/or vulnerable groups. May depend on exam timetables or school users |  |  |  |
| Security considerations:   * Alarms * Visitor badges * Building Access |  |  |  |
| Temporary off-site office or meeting place established  **Location:** |  |  |  |

Implementing the following business continuity preparations and best practices is crucial to maintaining the continuous provision of education and ensuring the safety of our pupils, especially during times of pressure or limited resources.

## Emergency Preparations Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Page** | **Completed**  **Date/Name** | **Reviewed**  **Date/Name** | **Reviewed**  **Date/Name** |
| Populate Emergency Contacts Sheet | 10 |  |  |  |
| School Incident Management Team: establish roles and carry out training | 16 |  |  |  |
| Put together emergency grab bags: Note locations of each bag | 20 |  |  |  |
| Include school site specific information in Resources Section of plan | 55 |  |  |  |
| Complete Business Continuity Checklist | 21 |  |  |  |
| Print out Telephone Bomb Threat sheet – keep in reception/main office/switchboard | 39 |  |  |  |
| Distribute completed plan to copy holders: Note locations on distribution list | 6/7 |  |  |  |
| Staff and pupil  training, awareness  and familiarity with the plan (should be ongoing) | 18 |  |  |  |
| Review and update plan: Version Control | 5 |  |  |  |

# Section 2

**Incident**

**Response**

**Aide-Memoire 1 - Unplanned School Closure**

**For example, severe weather or civil disturbances**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Action** | | **Person Responsible** |  | **Completed**  **Time** | **Notes** |
| Start incident log (Page 9) | |  |  |  |  |
| Contact Head Teacher or Deputy  (Contact Sheet Page 10) | |  |  |  |  |
| Activation of plan: note date and time | |  |  |  |  |
| Liaise with Emergency Services or relevant organisations e.g. utility companies | |  |  |  |  |
| If in immediate danger, evacuate or invacuate to a point of safety | |  |  |  |  |
| Temporary relocation: liaise with ‘Buddy School’ or contact Council (see page 11 for details) | |  |  |  |  |
| Convene School Incident Management Team (Page 16) | |  |  |  |  |
| Alert as appropriate:   * Chair of Governors * Teaching staff * Support staff * Contractors | |  |  |  |  |
| Inform Sandwell Council using the extranet - <https://www.sandwell.gov.uk/schools-education/school-closures>  They will update the council website and twitter for parents and carers | |  |  |  |  |
| Consider media, PR, and information sharing – see Media and Communications Checklist (Page 47) | |  |  |  |  |
| **Contact:**   * School Organisation Team * Children’s Services * Public Relations Officer * Duty Emergency Planning Officer * Property Services * Insurance Company   See Contacts Sheet (Page 10) | |  |  |  |  |
| Inform parents/carers  Inform pupils | |  |  |  |  |
| Establish helpline | |  |  |  |  |
| Transportation | |  |  |  |  |
|  | **Business Continuity Considerations** | | | | |
| Exam timetables | |  |  |  |  |
| Controlled assessments | |  |  |  |  |
| Catering requirements | |  |  |  |  |
| Consider suppliers: cancel or relocate deliveries | |  |  |  |  |
| Site security | |  |  |  |  |
| Cancellations: bookings, transport, clubs etc | |  |  |  |  |
| Record all changes and cancellations for easy reinstatement | |  |  |  |  |
| Regular updates in place for parents / carers, staff, pupils | |  |  |  |  |
| Plan for re-opening and return to normality | |  |  |  |  |
| Prepare for Recovery Stage. Go to Section 3 (Page 48) | |  |  |  |  |

**Further Notes:**

**Aide-Memoire 2 - Death or Serious Injury to a Pupil or Staff**

**For example, violence, assault, or accidents**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Person Responsible** | **Completed**  **Time** | **Notes** |
| Start Incident Log (Page 9) |  |  |  |
| Contact Head Teacher or Deputy  (Contact Sheet page 10) |  |  |  |
| Activation of plan: note date and time |  |  |  |
| Record injuries and casualties: names, locations |  |  |  |
| Liaise with Emergency Services/hospitals and regularly update |  |  |  |
| Convene School Incident Management Team (Page 16) |  |  |  |
| Set up an Incident Control Room as a focal point for all information and decisions |  |  |  |
| Inform parents or carers directly involved |  |  |  |
| Alert as appropriate:   * Chair of Governors * Teaching staff * Support staff * Contracts |  |  |  |
| Follow School Health and Safety policies and procedures   * Fill out accident/incident forms * RIDDOR |  |  |  |
| Consider media, PR and information sharing– see Media and Communications Checklist (Page 47) |  |  |  |
| **Contact:**   * Public Relations Officer * Duty Emergency Planning Officer * Children’s Services * Educational Psychologists * Department for Education * Assistant Director - Education Services * Unions   See Contacts Sheet (Page 10) |  |  |  |
| Inform those not involved (where appropriate):   * Parents/carers * Pupils * Neighbouring schools |  |  |  |
| Establish helpline |  |  |  |
| In event of unplanned school closure see Aide-Memoire 1 (Page 24) |  |  |  |
| Establish a briefing room (s) for families and/or staff |  |  |  |
| Nominate a ‘meet and greet’ person |  |  |  |
| **Business Continuity Considerations** | | | |
| Exam timetables |  |  |  |
| Controlled assessments |  |  |  |
| Cancel bookings/activities |  |  |  |
| Security of site |  |  |  |
| **Recovery and Support Considerations** | | | |
| Voluntary organisations: advice and guidance |  |  |  |
| Appeals for information/donations etc |  |  |  |
| Funeral attendance/arrangement |  |  |  |
| Debrief for all involved |  |  |  |
| Prepare for Recovery Stage. Go to Section 3 (Page 48) |  |  |  |

**Further Notes:**

**Aide-Memoire 3 - Outbreak of Disease**

**For example, Coronavirus / Pandemic Flu, Meningitis, Measles etc**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Person Responsible** | **Completed Time** | **Notes** |
| Start Incident Log (Page 9) |  |  |  |
| Contact Head Teacher or Deputy  (Contact Sheet Page 10) |  |  |  |
| Activation of Plan: note date and time |  |  |  |
| Compile a list of affected pupils/staff: names, symptoms, location |  |  |  |
| Liaise with Emergency Services and Sandwell Council Public Health / UKHSA |  |  |  |
| Convene School Incident Management Team (Page 16) |  |  |  |
| Set up an Incident Control Room as a focal point for all information and decisions (off-site if required) |  |  |  |
| Alert as appropriate:   * Chair of Governors * Teaching Staff * Support Staff * Contracts |  |  |  |
| Follow School Health and Safety Policies and Procedures   * Accident and Incident Forms * RIDDOR |  |  |  |
| Consider media, PR and information sharing– See Media and Communications Checklist (Page 47) |  |  |  |
| **Contact:**   * UKHSA * Duty Emergency Planning Officer * School Organisation Team * Children’s Services   See Contacts Sheet (Page 10) |  |  |  |
| Establish helpline |  |  |  |
| Use social media and school website to update public |  |  |  |
| Alert neighbouring schools and maintain information sharing |  |  |  |
| Consider other Aide-Memoires (if relevant):   * Unplanned School Closure (Page 24) * Death/Serious Injury (Page 26) |  |  |  |
| **Business Continuity Considerations** | | | |
| Support from Voluntary organisations |  |  |  |
| Insurance/legal |  |  |  |
| Exam timetables |  |  |  |
| Controlled assessments |  |  |  |
| Cancel bookings/events as required. Keep a record for easy re-instatement |  |  |  |
| Maintain regular updates to staff, families, pupils |  |  |  |
| Prepare for Recovery Stage. Go to Section 3 (Page 48) |  |  |  |

**Further Notes:**

**Aide-Memoire 4 - Emergency Safeguarding**

**For example, intruder on school premises, missing children, child custody issues**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Person Responsible** | **Completed Time** | **Notes** |
| Start Incident Log (Page 9) |  |  |  |
| Alert school Child Protection Officer / DSL and Head Teacher immediately |  |  |  |
| Activation of plan: note date and time |  |  |  |
| Consult school safeguarding threshold document and follow school procedures as necessary. |  |  |  |
| Take specific actions to avoid escalation e.g. lock-down, search of premises and grounds for missing child. Only do so if you are trained and it is safe to do so |  |  |  |
| If necessary, evacuate or invacuate pupils/staff to a point of safety |  |  |  |
| Call and liaise with Emergency Services |  |  |  |
| Convene School Incident Management Team (Page 16) |  |  |  |
| Set up an Incident Control Room as a focal point for all information and decisions |  |  |  |
| Alert as appropriate:   * Chair of Governors * Teaching staff * Support staff * Contracts |  |  |  |
| Follow School Health and Safety policies and procedure   * Accident and incident forms * RIDDOR |  |  |  |
| Consider media, PR, and information sharing– see Media and Communications Checklist (Page 47) |  |  |  |
| Contact Local Authority:   * Duty Emergency Planning Officer * Children’s Services * Public Relations Officer * Educational Psychologists |  |  |  |
| Establish a helpline and use this to arrange a meeting for parents & carers: explain the situation |  |  |  |
| Maintain lines of communication with:   * Pupils * Parents / carers * Local Authority * Emergency Services * Neighbouring schools   See Contacts Sheet (Page 10) |  |  |  |
| Establish a briefing room (s) for families and/or staff |  |  |  |
| Nominate a ‘meet and greet’ person |  |  |  |
| Other Aide-Memoires:   * Unplanned School Closure (Page 24) * Death/Serious Injury (Page 26) |  |  |  |
| **Business Continuity Considerations** | | | |
| Insurance/legal considerations |  |  |  |
| Cancel bookings and activities as required. Keep a record to allow for quick re-instatement |  |  |  |
| Controlled assessments |  |  |  |
| Exam timetables |  |  |  |
| Security of site |  |  |  |
| Prepare for Recovery Stage. Go to Section 3 (Page 48) |  |  |  |

**Further Notes:**

**Aide-Memoire 5 - School Trip Incident**

**For example, off- site accidents, transport accidents, transport delays**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Person Responsible** | **Completed Time** | **Notes** |
| **School Based Contact:**  On receiving a call from a group on a visit use the **‘Home Based Contact Emergency Action Sheet’** to record key information **(Page 34)** |  |  |  |
| Decide level of response. If required activate emergency plan. Note date and time |  |  |  |
| Start Incident Log (Page 9) |  |  |  |
| Convene School Incident Management Team (Page 16) |  |  |  |
| **Use EVOLVE** – School based contact to access trip details |  |  |  |
| Set up an Incident Control Room as a focal point for all information and decisions |  |  |  |
| **Contact Police** |  |  |  |
| **Contact Local Authority**   * Duty Emergency Planning Officer (If it is a **major incident**, also contact the Director of Children and Education, or Assistant Director) * Children Services   See Contacts Sheet (Page 10) |  |  |  |
| Follow School Health and Safety Policies and Procedures   * Accident and Incident Forms * RIDDOR |  |  |  |
| **Pupil Considerations: Liaise with School Trip based contact** | | | |
| Specific pupil needs:  medication, glasses, dietary needs etc. |  |  |  |
| Catering requirements |  |  |  |
| Alternative accommodation and/or transport |  |  |  |
| Ensure arrangements for return home are in place |  |  |  |
| **Media, PR & Information Sharing: Use Communications and Media Checklist (Page 46)** | | | |
| **Contact:**   * Chair of Governors * Parents/Carers * Home contacts for staff/volunteers on trip * Transport Provider * Insurance Provider * Foreign and Commonwealth Office (if abroad) |  |  |  |
| Depending on severity of incident establish helpline for:   * Governors * Staff * Pupils * Parents/Carers * Public |  |  |  |
| Establish a briefing room (s) for families and/or staff |  |  |  |
| Nominate a ‘meet and greet’ |  |  |  |
| Voluntary organisations: advice and guidance |  |  |  |
| See other scenarios as required:   * Death/Serious Injury (Page 26) * Outbreak of Disease (Page 28) * Emergency Safeguarding (Page 30) |  |  |  |
| **Response Actions and Business Continuity Considerations** | | | |
| Re-schedule or cancel activities  Record any changes made |  |  |  |
| If Delays are extensive:  Controlled assessment/exam timetable considerations.  Continued updates to home |  |  |  |
| Log damaged and lost items  Log costs of incident  Contact insurance |  |  |  |
| Prepare for Recovery Stage. Go to Section 3 (Page 48) |  |  |  |

## School Trip: Home Based Contact Emergency Action Sheet

1. In the event of receiving an emergency call from a group on a visit, remember they will be extremely stressed. You need to remain calm and record as much information as possible using the table below:

|  |  |
| --- | --- |
| **Time:**  **Time difference if outside of the UK:** | **Date:** |
| **Name of Caller:**  **Their role in the visit:** | |
| **Trip:** | |
| **School Name(s):** | |
| **Number to call back on:** | |
| **Find out:**  *What happened?*  *When did it happen?*  *Who is involved?*  *Location of incident*  *Type of incident*  *Number of people involved/casualties*  *Emergency services/Foreign and Commonwealth Office present?*  *What support do they need?*  *Number of young people on visit:*  *Number of adults on visit:*  *Intended Actions of Visit Leader and Group (e.g. are they moving to another location)* | |

1. Advise that you will be setting up a School Incident Management Team to deal with the incident and will call back at an agreed time or within an agreed interval.
2. Advise the caller to record any actions taken and to provide regular updates.

**Aide-Memoire 6 – Fire or Flood**

**For example, Burst Water Main, Fire on Premises or Neighbouring Building**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Person Responsible** | **Completed Time** | **Notes** |
| Follow school evacuation procedures as required |  |  |  |
| Start Incident Log (Page 9) |  |  |  |
| Contact Head Teacher or Deputy  (Contact Sheet Page 10) |  |  |  |
| Activation of plan - note date and time |  |  |  |
| Liaise with Emergency Services |  |  |  |
| Convene School Incident Management Team  (Page 16) |  |  |  |
| Set up an Incident Control Room as a focal point for all information and decisions (off-site if required) |  |  |  |
| Alert as appropriate:   * Governors * Teaching staff * Support staff * Contracts |  |  |  |
| Consider media, PR and information sharing– see Media and Communications Checklist (Page 47) |  |  |  |
| **Contact:**   * Duty Emergency Planning Officer * Public Relations Officer * Children’s Services * Schools Organisation Team * Property Services * Insurance Company   **Contact Sheet (Page 10)** |  |  |  |
| Follow School Health and Safety policies and procedures   * Accident and incident forms * RIDDOR |  |  |  |
| Establish helpline |  |  |  |
| Establish a briefing room (s) for families and/or staff |  |  |  |
| Nominate a ‘meet and greet’ |  |  |  |
| Alert parents/carers |  |  |  |
| Relocation – liaise with ‘Buddy School’ |  |  |  |
| Specific pupil needs:  medication, glasses, dietary needs etc |  |  |  |
| Catering requirements |  |  |  |
| Voluntary organisations: advice and guidance |  |  |  |
| Other Aide-Memoires:   * Unplanned School Closure (Page 24) * Death/Serious Injury (Page 26) |  |  |  |
| **Business Continuity Considerations** | | | |
| Re-schedule or cancel activities |  |  |  |
| Log damaged and lost items  Log costs of incident |  |  |  |
| Prepare for Recovery Stage. Go to Section 3 (Page 48) |  |  |  |

**Further Notes:**

**Aide-Memoire 7 - Bomb Threat**

**For example, telephone threats, suspicious packages, or unexploded devices**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Person Responsible** | **Completed**  **Time** | **Notes** |
| Start and maintain Incident Log (Page 9)  Record all information |  |  |  |
| Contact Head Teacher or Deputy  (Contact Sheet Page 10) |  |  |  |
| Activation of plan – note date and time |  |  |  |
| If it is a telephone threat use Bomb Threat Sheet (Page 39) to record details of the call and give to Police  **Consider whether telephone threat is credible** |  |  |  |
| Follow the School’s Bomb Threat Policy and use this table as a prompt. |  |  |  |
| Convene School Incident Management Team (Page 16) |  |  |  |
| Collect Attendance Register |  |  |  |
| Calmly evacuate building using normal evacuation procedures to outside the emergency services cordon |  |  |  |
| Take a pupil roll call: any missing pupils or staff are to be reported to the Police  **No searches are to be carried out** |  |  |  |
| If all pupils are present, consider safe relocation such as local park or ‘buddy school’ |  |  |  |
| Establish off-site Incident Control Point |  |  |  |
| Ensure First Aiders report to Incident Control Point |  |  |  |
| Call 999 and advise emergency services of actions   1. Police 2. Fire (may be alerted automatically by alarm)   For out of hours threats, key holder is to inform police immediately |  |  |  |
| Site security:  Keep all personnel out of the school until safe to return |  |  |  |
| Alert:   * Governors * Staff * Support Staff * Pupils and parents/carers |  |  |  |
| Consider media, PR and information sharing– See Media and Communications Checklist (Page 47) |  |  |  |
| Contact:   * Children’s Services * School Organisation Team * Duty Emergency Planning Officer * Property Services * Insurance Company   See Contacts Sheet (Page 10) |  |  |  |
| Transportation |  |  |  |
| **Business Continuity Considerations** | | | |
| Exam timetables/ controlled assessments |  |  |  |
| Catering requirements |  |  |  |
| Re-schedule or cancel activities – record any changes made |  |  |  |
| Regular updates in place for parents / carers, staff, pupils |  |  |  |
| Plan for re-opening: return to normality |  |  |  |
| Prepare for Recovery Stage. Go to Section 3 (Page 48) |  |  |  |

**Further Notes:**

**Telephone Bomb Threat Sheet**

**[Print out and keep copies in reception and main office areas]**

Date:. . . . . . . . . . . . . . Time:. . . . . . . . . . . . . . Name:.. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

When is the bomb going to explode?. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Where is it right now?. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

What does it look like?. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

What kind of bomb is it?. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

What will cause it to explode?. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

What is your organisation/codeword?. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Did you place the bomb?. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Why are you doing this?. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

What is your name/address?. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Exact wording of threat:. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .. . . . . . . . .. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Telephone number (if available). . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Time of call completion:. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**DO NOT HANG UP THE PHONE**

**(*Try to keep the caller talking and attract the attention of the supervisor)***

**You must inform your site manager on ext:**.....................

Additional details: . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gender** | | **Tone of Voice** | | **Behaviour of Caller** | |
| **Male** |  | **Deep** |  | **Calm** |  |
| **Female** |  | **High Pitched** |  | **Angry** |  |
| **Age** | | **Nasal** |  | **Laughing** |  |
| **Old** |  | **Muffled** |  | **Crying** |  |
| **Young** |  | **Disguised** |  | **Excited** |  |
|  |  | **Familiar \*** |  | **Slow** |  |
|  |  | **Stutter** |  | **Rapid** |  |
|  |  | **Loud** |  | **Irrational** |  |

\*If familiar, who did it sound like?. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Accent (specify). . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Distraction/Background noises (give as much detail as possible).

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | **Yes** | **No** | **Comment** |
| Noise online |  |  |  |
| Payphone tone or pips |  |  |  |
| Operator instructions |  |  |  |
| Any one in background |  |  |  |
| Clear line static |  |  |  |
| Aircraft |  |  |  |
| Household noises |  |  |  |
| Crackling |  |  |  |
| Office |  |  |  |
| Phone box |  |  |  |
| Machinery |  |  |  |
| Animals |  |  |  |
| Music |  |  |  |
| PA System |  |  |  |
| Traffic |  |  |  |
| Talking |  |  |  |
| Long Distance |  |  |  |
| Children |  |  |  |
| Anything Else |  |  |  |

**Aide-Memoire 8 – Unplanned Loss or Shortage of Key Staff**

**For example, industrial action or illness**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Responsible** | **Completed? Date/Time** | **Notes** |
| **Start and Maintain Incident Log (Page 9)** |  |  |  |
| **Contact Head Teacher or Deputy** |  |  |  |
| **Identify:**   * Which staff are absent? * Timescale of shortage * Critical services disrupted |  |  |  |
| **Convene School Incident Management Team if necessary (Page 16)**  **Assess: SCALE, DURATION and IMPACT** |  |  |  |
| **Inform as appropriate:**   * Chair of Governors * Teaching Staff * Support Staff * Parents/Carers * Pupils   Use Communications & Media Checklist (Page 47) |  |  |  |
| **Liaise with support organisations or services:**   * Children’s Services * Duty Emergency Planning Officer * Department for Education * Assistant Director – Education Services * Risk and Insurance   See Contact List (Page 10) |  |  |  |
| **Alternative Teaching Staff**   * Supply teachers contact list * Agency staff |  |  |  |
| **Multi-skilled staff**   * List of staff skills location * Re-allocate staff |  |  |  |
| **Class Sizes**   * Maintain acceptable ratio staff: pupils * Can activities be arranged e.g. sports, assemblies, external providers |  |  |  |
| **Support Staff**   * Consider human resources available: exam invigilators, after-school club leaders etc. |  |  |  |
| **Virtual Learning Environment**   * Schools own ‘e learning’ website, or GCSE Bitesize * Remote learning/assessment |  |  |  |
| **School Timetable**   * Alternative timetable to accommodate fewer staff |  |  |  |
| **Buddy Schools**   * Liaise with neighbouring schools * Shared staff/facilities |  |  |  |
| **Support for returning staff**   * Is any support required after absence? |  |  |  |
| **See Unplanned Schools Closure Aide - Memoire (Page 24) for Business Continuity through a full closure.** | | | |

**Aide-Memoire 9 – Denial of Access**

**For example, preserved scene: break-in investigation, alarms not working/electronic doors**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Responsible** | **Completed? Time** | **Notes** |
| **Start and Maintain Incident Log (Page 9)** |  |  |  |
| **Contact Head Teacher or Deputy**  **(Contact Sheet page 10)** |  |  |  |
| **Identify disruption:**   * Damage to property or equipment * Critical service functions |  |  |  |
| **Contact Police (999 or 101 for non-emergencies)** |  |  |  |
| **Convene School Incident Management Team if necessary (Page 16)**  **Assess: SCALE, DURATION and IMPACT** |  |  |  |
| **Inform as appropriate:**   * Governors * Teaching Staff * Support Staff * Parents/Carers * Pupils   Use Communications & Media Checklist (Page 47) |  |  |  |
| **Liaise with support organisations or services:**   * Children’s Services * Duty Emergency Planning Officer * Department for Education * Risk and Insurance   See Contact List (Page 10) |  |  |  |
| **Site Security**   * List of key holders location * Consider other means of access e.g. locksmith * Ensure site access is restricted * Keep records of those at or leaving site * Security company |  |  |  |
| **Health & Safety**   * Is access limited by a hazardous event? E.g. fire, asbestos exposure, break-in * Ensure health and safety of site attendees is monitored |  |  |  |
| **Make alternative arrangements to cover (as necessary):**   * Accommodation * Lessons * Activities * After school clubs or events |  |  |  |
| **Remedial Action**   * Initiate action necessary to regain access e.g. locksmith, repairs, clean-up * Monitor ongoing works and liaise with stakeholders |  |  |  |
| **See Unplanned Schools Closure Aide -Memoire (Page 24) for Business Continuity through a full closure.** | | | |

**Aide-Memoire 10 – Failure of Technology or Loss of Data**

**For example, network disruption, damage to computers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Responsible** | **Completed? Time** | **Notes** |
| **Start and Maintain Incident Log (Page 9)** |  |  |  |
| **Contact Head Teacher or Deputy**  **(Contact Sheet page 10)** |  |  |  |
| **Contact ICT Support / Internet Providers and establish:**   * Timescale of loss * Loss of personal/confidential data * Back – up offered * Critical services disrupted |  |  |  |
| **Severity of Impact:**   * User groups/vulnerable groups affected * Potential security breaches * Safeguarding – liaise with school’s Child Protection Officer |  |  |  |
| **Convene School Incident Management Team if necessary (Page 16)**  **Assess: SCALE, DURATION and IMPACT** |  |  |  |
| **Inform as appropriate:**   * Governors * Teaching staff * Support staff * Parents/Carers * Pupils   Use Communications & Media Checklist (Page 47) |  |  |  |
| **Liaise with support organisations or services:**   * Children’s Services * Duty Emergency Planning Officer * Department for Education * Risk and Insurance   See Contact List (Page 10) |  |  |  |
| **Alternative Data Locations or Facilities**   * Offsite data/hard copies * ‘Buddy School’ facilities |  |  |  |
| **School Timetable**   * Alternative timetable to compensate loss of lessons * Failure of remote learning considerations * Activities/specific sessions requiring technology re-arranged * Controlled assessment and exam timetables |  |  |  |
| **Site Security and Access**   * CCTV/alarms/access Points – all functioning? Consider limiting access points if not. * Key holders identified * Identification/visitor badges for ICT support/technology companies |  |  |  |
| **See Unplanned Schools Closure Aide- Memoire (Page 24) for Business Continuity through a full closure.** | | | |

**Aide-Memoire 11 – Loss of Key Suppliers, Partners or Third Parties**

**For example, liquidation of a supplier company**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Responsible** | **Completed Date/Time** | **Notes** |
| **Start and Maintain Incident Log (Page 9)** |  |  |  |
| **Contact Head Teacher or Deputy**  **(Contact Sheet page 10)** |  |  |  |
| **Contact Supplier/Partner and Establish:**   * Timescale of loss * Critical services disrupted * Back-up options - suppliers |  |  |  |
| **Severity of Impact:**   * User groups/vulnerable groups affected * Proportion of school affected |  |  |  |
| **Convene School Incident Management Team if necessary (Page 16)**  **Assess: SCALE, DURATION and IMPACT** |  |  |  |
| **Inform:**   * Governors * Teaching staff * Support staff * Parents/Carers * Pupils   Use Communications & Media Checklist (Page 47) |  |  |  |
| **Liaise with support organisations or services:**   * Children’s Services * Duty Emergency Planning Officer * Department for Education * Risk and Insurance   See Contact List (Page 10) |  |  |  |
| **Alternative Temporary Supplies/Facilities**   * ‘Buddy School’ facilities * Council assistance * Secondary suppliers or partners |  |  |  |
| **Catering Requirements**   * Alternative lunches * Location - onsite/offsite |  |  |  |
| **School Timetable**   * Alternative timetable to compensate for loss of supplies or third parties * Activities/specific sessions re-arranged * Controlled assessment and exam timetables |  |  |  |
| **Site Security and Access**   * Unused areas locked up * Key holders identified * Identification/visitor badges for secondary suppliers etc |  |  |  |
| **See Unplanned Schools Closure Aide-Memoire (Page 24) for Business Continuity through a full closure.** | | | |

**Aide-Memoire 12 – Loss of Utilities**

**For example, damage to water or electricity supply**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Responsible** | **Completed Date/Time** | **Notes** |
| **Start Incident Log (Page 9)** |  |  |  |
| **Contact Head Teacher or Deputy**  **(Contact Sheet page 10)** |  |  |  |
| **Contact Utility Company and Establish:**   * Property Maintenance / Support Company * Timescale of loss * Areas of school affected * Critical services disrupted * Back-up options – generators etc |  |  |  |
| **Level of Impact:**   * Time of day * Season/weather/temperature |  |  |  |
| **Convene Schools Incident Management Team if necessary (Page 16)**  **Assess: SCALE, DURATION, and IMPACT** |  |  |  |
| **Inform:**   * Governors * Teaching Staff * Support Staff * Parents/Carers * Pupils   Use Communications & Media Checklist (Page 47) |  |  |  |
| **Liaise with support organisations or services:**   * Children’s Services * Duty Emergency Planning Officer * Department for Education * School Organisation Team * Risk and Insurance   See Contact List (Page 10) |  |  |  |
| **Alternative Teaching Location**   * Areas of school not affected * ‘Buddy School’ facilities |  |  |  |
| **Catering Requirements**   * Alternative lunches * Location - onsite/offsite |  |  |  |
| **School Timetable**   * Alternative timetable to compensate for loss of lesson time * Alternative start or finish time. * Controlled assessment and exam timetables |  |  |  |
| **Site Security and Access**   * Unused areas locked up * Key holders identified * Identification/visitor badges for utility workers |  |  |  |
| **See Unplanned Schools Closure Aide – Memoire (Page 24) for Business Continuity through a full closure.** | | | |

**Communications and Media Checklist**

|  |  |
| --- | --- |
| **Actions** | **Completed Date/ Time** |
| Identify Communications and Media Lead |  |
| Start and maintain a log (Use a copy of the Log Sheet on Page 9 if required) |  |
| Liaise with emergency services and establish if they will be handling media |  |
| Contact Sandwell Communications Team on 0121 569 3031 during office hours  And 07920 027 723 for out of hours calls |  |
| Gather facts: who, what, when and credibility of source |  |
| Agree statement with partner agencies (Police, Fire, Ambulance & Local Authority) |  |
| Check statement with legal advisers, if necessary |  |
| If possible alert staff that a statement will be released at an agreed time – this is preferable to giving a ‘no comment’ answer to the media |  |
| Type out press statement ready to be emailed or handed out on site – Council Communications Team is also able to help with this |  |
| Consider management of on-site media: parking and refreshments if appropriate |  |
| Identify all interested parties that may need informing and prioritise: Use Specific Incident Aide-Memoires as a prompt |  |
| Always use information provided by Police, Fire, Ambulance & other Local Authorities, or other services to inform parents, carers and the public |  |
| Designate a helpline number |  |
| Keep phone lines for Emergency Services/Local Authority separate to the public or family/carers helpline |  |
| Set up answer phone message which can be updated regularly |  |
| Contact those directly affected either through a telephone conversation or face to face if possible |  |
| Use text messages for quick transfer of information – not ideal in more sensitive circumstances or where alarm may be caused. |  |
| Update the school website |  |
| Use the local radio as a communication resource |  |
| Use social media to spread advice and information: Facebook, Twitter etc. |  |

# Section 3 –

# Recovery

## Recovery: Short and Long Term

The purpose of the recovery and return to ‘business as usual’ phase is to resume normal working practices for the school as quickly as possible. Planning for recovery will be initiated by the school as soon as it is practically possible during the incident. Where the impact of the incident is prolonged, ‘normal’ operations may need to be delivered under new circumstances e.g., from a different location.

An action plan needs to be agreed for this final phase of the incident response. The following issues need to be considered as part of the action plan:

* the ongoing safety, health and wellbeing needs of the school community,
* the environment and physical infrastructure,
* the financial and economic recovery of the school,
* communication strategies,

|  | **Action** | **Further Info/Details** | **Responsible?** | **Complete?** |
| --- | --- | --- | --- | --- |
| 1. | **Recovery**  Agree and plan the actions required to enable recovery and return to normality. | * Agree actions dependant on the nature of the incident. * Set timescales with responsibility for completion clearly indicated. * **Use Recovery Log, on the following page (50)** |  |  |
| 2. | **Long Term Support**  Respond to any ongoing and long term support needs of staff and pupils | * Educational Psychologists * Voluntary organisation support * Educational support from staff * Bereavement Services * Literature/advice on available help |  |  |
| 3. | **Communication**  Once recovery actions are complete, communicate the return to ‘business as usual’. | * How? * Who? * When?   Use Communications and Media Checklist (Page 47) |  |  |
| 4. | **Debrief**  Carry out a ‘debrief’ of the incident with staff (and possibly with pupils). | * Carry out a full incident debrief (Page 51) * Document any improvements to be made and any lessons learned |  |  |
| 5. | **Plan Review**  Review this Emergency and Business Continuity Plan in light of lessons learned from the incident and the response to it. | * Implement recommendations for improvement and update this plan. * Produce revised version of the plan * Ensure all School Incident Management Team members and relevant personnel are aware of the changes |  |  |

* the longer term impacts e.g., anniversaries, memorial services, and VIP visits,
* learning lessons from the incident to inform the future development of the business continuity plan.

|  |  |  |
| --- | --- | --- |
| **Actions** | **Person Responsible** | **Completed**  **Date/Time** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Recovery Log Sheet

## Debrief and Lessons Learned

A debrief serves as a comprehensive review that is undertaken post-incident, bringing together all involved parties. The Incident Lead should ideally arrange the debrief promptly to capture an accurate and reliable account of the incident, facilitating the identification of crucial lessons.

1. The incident coordinator and key members of the incident team should attend the debrief session.
2. Appoint a facilitator, ideally someone who was not closely involved in the incident who can ask questions from an independent and non-biased perspective. The chosen facilitator should be briefed to explore key positives and criticisms in greater depth. If necessary, Sandwell Council Resilience Team may fulfil this role on behalf of the school upon request. Contact the Resilience Team via email for further assistance. [emergency\_planning@sandwell.gov.uk](mailto:emergency_planning@sandwell.gov.uk)
3. Go through the incident response step by step. Revisit the emergency plan and identify any deviations from the plan. What changed and why?
4. Ask for specific feedback on various headings related to key issues/areas, such as for example:
   * **Procedures**
   * **Communication**
   * **Liaison**
   * **Finance**
   * **Public Relations**
   * **Health and Safety**
   * **Resources**

The key questions to address are:

* + **What went well?**
  + **What didn’t go so well?**
  + **How would we handle a similar situation in the future?**

1. Use the Example Agenda for an Incident Debrief as a helpful guide (refer to Page 52).
2. Complete a report to document recommendations, improvement opportunities and any lessons identified. It is imperative that the Head Teacher or Chair of Governors takes ownership of the report to ensure the implementation of necessary actions.
3. Feedback any suggestions regarding the plan format to Sandwell Council Resilience Team. Your insights are crucial for continuous improvement.

## Example Agenda for an Incident Debrief

|  |  |
| --- | --- |
| **1. Welcome & introductions** |  |
| **2. Summary of the incident** |  |
| **3. Aim of the debrief** |  |
| **4. Lessons learned:** |  |
| * **Procedures** |  |
| * **Communication** |  |
| * **Liaison** |  |
| * **Finance** |  |
| * **Public Relation** |  |
| * **Health and Safety** |  |
| * **Resources** |  |
| **5. Summary of actions to carry forward** |  |
| **6. Any other business** |  |
| **7. Close of debrief** |  |

## Inclusion Support – Critical Incident Response

**Defining a Critical Incident**

A ‘Critical Incident’ may be defined as a sudden or unexpected event which seriously traumatises or causes a significant degree of distress to members of the school population. Such incidents may encompass:

* Death of a child or member of staff
* Serious injury, accident, or disturbing event
* Abduction or child reported missing
* Major emergency such as a fire or explosion.

**Educational & Child Psychology Service**

**Critical Incident Support team**

**Principles**

The work of the Educational & Child Psychology Service in the event of a critical incident will be guided by the following principles:

* An experienced educational & child psychologist will take primary responsibility for the work and will be supported by other senior members of Inclusion Support Service.
* Help will be actively offered to Schools and Local Authority services and to individual children and young people and school communities.
* Support needs will be assessed with parents / carers, professional leaders and children and young people and a flexible and responsive support plan will be co-constructed.
* The least intrusive and effective intervention will be offered.
* Short term support and signposting and referral pathways will be agreed.

The Educational & Child Psychology Service is available to children, young people and their families, usually through their schools or early years settings. Exceptionally, the Principal Educational Psychologist may agree to work at other venues.

Communication between the school and the allocated Educational Psychologist will be established quickly and clearly. This will enable schools to access support in the immediate aftermath of a traumatic incident, and to continue to access appropriate support in the medium and longer term as the wider ranging impact of any trauma becomes evident.

**Responses in the event of a critical incident**

Support offered can include:

* Initial and ongoing personal consultation with decision-makers or managers.
* Help for managers regarding how to share information with individuals’, groups and the school community.
* Personal support for managers who often value having someone outside of their home and school community to share their own concerns and anxieties with.
* Individual support through phone and video link for children, young people, and staff. This is essentially a first response listening service designed to enable individuals to express their feelings, anxieties and concerns and to provide a framework to enable them to identify the sources of sustainable support they have available to them and how they might best use these supports.
* Individual support will usually be over two sessions, though ‘check-ins’ will be arranged when needed.
* Psychological advice, for example, on bereavement and the grieving processes in children and young people, on post-traumatic stress reactions, or on accessing other agencies and bespoke self-help materials that the team can provide.
* Making resources available to schools that may be useful in supporting children, young people, parent/carers, or staff.
* Longer term follow up where this is agreed to be needed.

**Contact:**

**Melanie Sutherland, Principal Educational Psychologist, Inclusion Support, Sandwell MBC**

[**Melanie\_Sutherland@Sandwell.gov.uk**](mailto:Melanie_Sutherland@Sandwell.gov.uk)

**Alison Bayliss, Critical Incident Support Manager, Inclusion Support, Sandwell MBC**

[**Alison\_bayliss@sandwell.gov.uk**](mailto:Alison_bayliss@sandwell.gov.uk)

Contact number: 0121 569 2777

**External contacts to support traumatic events:**

* CRUSE Bereavement Support (Sandwell Branch) – 0121 558 1798
* Support through your local church or other place of worship
* Support through consultation with your GP
* Edward’s Trust (Edgbaston, Birmingham) – 0121 454 1705
* The Child Death Helpline – 0800 282 986 or 0808 800 6019. Open Mon - Friday  from 10am to 1pm and every evening 7pm to 10pm
* Child Bereavement UK – 01494 568 949
* Hope Again – 08088 081677 (Support for young people following a bereavement)

# Section 4

**Resources**

## School Site Information

**This section contains all site plans and maps that are specific to the school and may be needed in an emergency situation, including:**

* **School Site Plan including grounds and surrounding area**
* **School floor plans**
* **Fire Safety Plans**
* **Utilities features**
* **Any other school specific documentation**

The following table includes features indicated on the above site and safety plans and which plan they can be found in.

|  |  |  |  |
| --- | --- | --- | --- |
| **Utility and Safety Features** | **In which Plan?**  **e.g. Fire Safety** | **Date checked or updated** | **Date checked or updated** |
| Designated Fire Routes and Fire Exits |  |  |  |
| Manholes [with note indicating the service to which it gives access for example foul sewer, surface water, telephone and so on]. |  |  |  |
| Assembly point for staff/pupils/visitors in case of evacuation during normal hours [roll call to be conducted here; this place to be identified on signs of each fire alarm] |  |  |  |
| Electricity cut off switch [cuts supply to all or part of building] |  |  |  |
| External telephone junction box |  |  |  |
| Fire hydrant/sources of water |  |  |  |
| Foam inlet pipe |  |  |  |
| Fuel oil storage tank (and fuel lines) [state full capacity] |  |  |  |
| Gas stop valve |  |  |  |
| LPG storage tank (and fuel lines) [state full capacity] |  |  |  |
| LPG supply stop valve |  |  |  |
| Oil supply stop valve |  |  |  |
| Plant and machinery |  |  |  |
| Surface water drain grills |  |  |  |
| Water top valve |  |  |  |

School Security and ProtectUK

ProtectUK is a new central hub for counter terrorism and security advice which aims to make the UK the safest place to live and work for all its citizens.

The Department for Education, in collaboration with the National Counter Terrorism Security Office (NaCTSO) and sector partners, has developed a range of free resources to support education settings and relevant security leads in ensuring the safety of learners and staff from terrorism and other major incidents.

**Actions Counters Terrorism (ACT) for Education** **E-learning**

This bespoke online training is specifically designed for those working in education settings. It focuses on fostering a security-minded culture, identifying security vulnerabilities and suspicious activities, and effectively responding to incidents. Developed in partnership with the Department for Education, NaCTSO, and other key stakeholders, this course is based on core principles such as Run, Hide, Tell, the HOT Protocol, and the Power of Hello.

**Department for Education’s Protective Security and Preparedness Guidance for Education Settings**  
This guidance outlines strategies for enhancing the protection of education settings and developing robust response plans to mitigate the impact of incidents. Covering areas such as response plan development, testing and exercising, and communications strategies, this non-statutory guidance is intended for all individuals responsible for maintaining learner safety, including security leads.

These resources complement the recently updated ACT for Youth initiative and are readily accessible to all education professionals.

For further information and access to these resources, please visit: [ACT for Education | ProtectUK](https://www.protectuk.police.uk/catalogue/EducationLearningandGuidance)

**Lockdown Procedures**

Schools should consider the need for robust and tested school lockdownprocedures. Lockdown procedures should be seen as a sensible and proportionate response to

any external or internal incident which has the potential to pose a threat to the safety

of staff and pupils in the school. Procedures should aim to minimise disruption to the

learning environment whilst ensuring the safety of all pupils and staff.

The Department for Education has created a [Lockdown Template](https://assets.publishing.service.gov.uk/media/5f6338598fa8f51069100606/Lockdown_template.docx) for this purpose.

Sandwell Council Resilience Team Information

For use by Sandwell Council Resilience Team only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Schools’ Emergency, Business Continuity & Recovery Plan** | | | |
| **Freedom of Information and Data Protection** | No Restrictions (Template).  FOI Lead Agency - Sandwell Council | | | |
| **Author** | Nabeel Yafai, Sandwell Metropolitan Borough Council. | | | |
| **Document Owner** | Resilience Team | | | |
| **Document Maintenance** | This plan will undergo a comprehensive review every 3 years in close consultation with key stakeholders. Additionally, contact details will be verified annually. | | | |
| **Consulted** | Director of Children and Education, Public Health (PH), Environmental Health (EH) | | | |
| **Approved by** | Children and Education. | | **Date:** 02/05/2024 | |
| **Publication Date** | 02/05/2024 | **Review Date**: | | 02/05/2027 |
| **Superseded Documents** | *School’s Emergency & Business Continuity Plan 2015* | | | |

**This plan is created for schools in Sandwell by Sandwell Councils’ Resilience Team. Details below for Resilience Team’s administrative use.**

## Sandwell Council Resilience Team Template Version Control

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Version** | **Updated By (Name and Role)** | **Amendment Details** | **Next Review Date** |
| 03/03/2021 | v2.0 | Nabeel Yafai – Resilience Officer | Full plan review | 03/03/2024 |
| 29/03/2022 | v2.1 | Nabeel Yafai – Resilience Officer | Director details updated | 03/03/2024 |
| 02/05/2024 | v3.0 | Nabeel Yafai – Resilience Officer | Full plan review  Weblink updates, contact details updated  ProtectUK information added | 02/05/2027 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Sandwell Council Resilience Team (Emergency Planning)

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