



# **DORMSTON SCHOOL**

## **Business Continuity Plan - September 2016**

The Dormston School  
Mill Bank  
Sedgley  
Dudley  
DY3 1SN

Review Officer – Mr N Eveson  
Review Date – September 2017

[www.dormston.dudley.gov.sch.uk](http://www.dormston.dudley.gov.sch.uk)

## **Contents**

1. Distribution List (School Emergency Management Team - SEMT)
2. Introduction/Overview
3. Roles & Responsibilities
4. Key Threats – Incident Management
5. Business Impact/Effect on Service
6. Action Plans
7. Risk Register for Business Continuity
8. After the Event
9. Communications in the Event of an Incident (Including Media Considerations)
10. Log Keeping
11. Appendices

## 1. Distribution List

All persons holding a plan should be aware that under the duties of the Data Protection Act 1998, this plan must be kept in a safe place, due to the personal details held within. The copy of the plan kept off site should also be held securely.

Electronic versions of this plan will be held on the schools drive labelled PROTECT in a secure area, password protected for the SEMT.

All staff on the distribution list, see above, are required to safely and confidentially store a copy of this plan at their regular place of work **and** off-site i.e. at home/ in vehicles (if appropriate) / in grab bags.

This plan and associated guidance has been designed to complement and enhance existing Local Authority procedures and guidance, such as those covering Educational Visits and Health and Safety in Education Premises. It does not supersede those procedures or any existing arrangements for contacting key partners and the Emergency Services during a critical incident.

## 2. Introduction

This plan sets out the schools business continuity management and emergency response arrangements and helps the school to be prepared for recovery from serious disruptions to normal working.

The plan will be used where an incident is likely to cause serious disruption to the school, or where the school may need to deal with an unusual amount of attention by the public or media. Or where the community in which the school is based is affected by an emergency.

Schools normally remain a safe haven for children; however schools can become involved in an emergency at any time. It may be a natural hazard or event such as a flood or a fire, an accident or death on site or a school trip.

Thankfully, emergencies such as these are rare and will probably never happen in most schools, but it is vital to prepare for all eventualities. Plans which deal with the consequences of large scale emergencies will also help in dealing with the smaller, routine incidents that the school experiences on a regular basis.

This plan preparing for emergencies can save lives. It is also designed to help prevent an incident getting worse, protect against litigation and enhance the schools standing as a safe place to learn and work, giving confidence to staff, parents and pupils.

The plan provides generic guides to actions that should be considered by the Headteacher, and his nominated deputies, and the school emergency management team (SEMT) in case of an emergency in school or the local community, or on an educational visit. This plan covers procedures for an incident occurring in school time and out of school hours, evenings, weekends and during school holidays.

Business Continuity Planning is a vital component of Risk Management within the council. In itself it forms an important part of corporate governance, allowing the school to continue to provide its services to the community during periods of uncertainty.

It is a requirement of the Civil Contingencies Act 2004 that local authorities have business continuity arrangements in place.

### 3. Roles and Responsibilities

| Role  | Responsibilities   | Accountability / Authority  |
|---|--|---|
| Lead Incident Manager<br>Headteacher (Mr Ben Stichman)  | <ul style="list-style-type: none"> <li>• Senior responsible owner of Business Continuity Management within the school.</li> <li>• Ensuring the school has capacity within its structure to respond to incidents.</li> <li>• Determining the Schools overall response to incidents.</li> <li>• Determining the schools overall response and recovery strategy.</li> </ul> | The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis.   |
| Business Continuity Coordinator<br>Neil Eveson  | <ul style="list-style-type: none"> <li>• Business Continuity Plan development.</li> <li>• Developing continuity arrangements and strategies e.g. alternative relocation site use of temporary staff etc.</li> </ul>  | Reports directly to the Headteacher.  |
| Business Continuity Coordination Team:<br><br>Mr Ben Stichman<br>Mr Simon Carroll<br>Mr Steve Dixon<br>Mrs Indy Bassan<br>Mr George Craig<br>Mr Neil Eveson                     | <ul style="list-style-type: none"> <li>• Involving the School Community in the planning process as appropriate.</li> <li>• Plan and testing</li> <li>• Conduction 'debriefs' following and incident to identify lessons and ways in which the plan can be improved.</li> <li>• Training staff within the school on business continuity.</li> </ul>                       | To support the Business Continuity Coordinator to review and update the plan annually. Keep a written record and of decisions made and actions taken if the plan is implicated. |
| School Emergency Management Team:<br>(including Headteacher & Business Continuity Co-ordinator)<br><br>Mr Ben Stichman<br>Mr Simon Carroll<br>Mr Steve Dixon<br>Mrs Indy Bassan | <ul style="list-style-type: none"> <li>• Leading the Schools initial and ongoing response to an incident.</li> <li>• Declaring that an incident is taking place and respond to a disruptive incident.</li> <li>• Activating the Business Continuity Plan</li> </ul>  | Has the delegated authority to authorise all decisions and actions required to respond and to recover from the incident.  |

|   |  |                                       |
|---|--|---------------------------------------|
| Mr George Craig<br>Mr Neil Eveson                     | <ul style="list-style-type: none"> <li>• Notifying the relevant stakeholders of the incident, plan activation and ongoing response actions</li> <li>• To provide a flexible response so the school can maintain delivery of critical activities during an incident.</li> <li>• Ensure that all staff are aware of the plan.</li> </ul> |                                       |
| Dudley MBC's Contingency and Disaster Management Team | <ul style="list-style-type: none"> <li>• The council's team will be the first point of contact as soon as possible after an incident has occurred.</li> </ul>  | Liaise directly with the Headteacher. |

Should an incident occur, the SEMT will consider whether it is a critical incident' and whether it will involve significant personal distress to a level over and above normal responses, procedures and coping strategies.

|  |   |   |
|--|---|---|
| Lead Incident Manager - Mr Ben Stitchman   | Senior responsible owner of Business Continuity Management within the school.   | Overall responsibility and management of the SEMT   |
| Emergency Services Liaison – Mr Simon Carroll  | Emergency Services liaisons including Health & Safety Executive   |   |
| Children's Services Liaison (Contingency and Disaster Management Team) CDMT – Mr Steve Dixon | Will communicate through the SEMT   | Headteacher to make any decision and report to CDMT   |
| Media Liaison – Mr Ben Stitchman   | Collating information about the incident for dissemination in press statements. Liaison with Dudley MBC press officer to inform the press strategy  | The media co-ordinator should assist with providing information to the press Office but should not undertake direct contact with the media. |
| Welfare Lead & Pastoral – Mrs Indy Bassan  | Essentially this role is to take care of the needs of pupils and staff and ensure their safety. This may be to identify a place of safety if the building is evacuated. If the emergency is out of school hours there may not be any immediate welfare actions, however there is likely to be a longer term need for a welfare coordinator to help coordinate post-incident care. |   |
| Buildings Services Liaison – Mr Neil Eveson  | Undertaking duties with or without contractors to ensure site security and safety in an incident. Liaison with the Dudley MBC buildings team to advise on any issues relating to school physical structure. Lead contact for contractors. Identify cause of any danger and contact utilities supplier. Will need  | Reports directly to the Headteacher or SEMT.  |

|  |  |   |
|--|--|---|
|  | knowledge of how to shut off electricity, gas and water supplies.  |   |
| Record Keeper – Mr Neil Eveson         | Ensuring all key decisions and actions taken in relation to the incident are recorded accurately.  | Reports to the Headteacher and the School Incident Management Team.   |
| Stakeholder Liaison – Mr Ben Stitchman | Co-ordinating with key stakeholders as necessary, including:<br>Governors<br>Parents & Carers<br>Dudley MBC<br>School Transport Providers<br>External Agencies | All communication activities should be agreed by the School Emergency Management Team. Information sharing should be approved by the Headteacher (or School Emergency Management Team if the Headteacher is unavailable). |
| ICT Manager – Mr Simon Carroll         | Ensuring the reliance of the schools ICT infrastructure.   | To ensure information is backed up and a remote server is accessible for emergency use.   |

The Following Staff have been identified as the Schools Emergency Management Team (SEMT):

| Name             | Role   | Contact Details  |
|------------------|--|--|
| Mr Ben Stitchman | Lead Incident Manager                                | Headteacher, <a href="mailto:bstitchman@dormston.dudley.sch.uk">bstitchman@dormston.dudley.sch.uk</a><br>Phone - 01384 816399<br>Mobile -            |
| Mr Simon Carroll | As above- Deputise in the absence of the Headteacher | Deputy Headteacher,<br><a href="mailto:scarroll@dormston.dudley.sch.uk">scarroll@dormston.dudley.sch.uk</a><br>Phone - 01384 816398<br>Mobile -      |
| Mr Steve Dixon   | As above- Deputise in the absence of the Headteacher | Deputy Headteacher<br><a href="mailto:sdixon@dormston.dudley.sch.uk">sdixon@dormston.dudley.sch.uk</a><br>Phone – 01384 816403<br>Mobile -           |
| Mrs Indy Bassan  | As above   | Assistant Headteacher<br><a href="mailto:ibassan@dormston.dudley.sch.uk">ibassan@dormston.dudley.sch.uk</a><br>Phone – 01384 816481<br>Mobile -      |
| Mr George Craig  | As above   | Chair of Governors<br><br>Phone –<br>Mobile -  |
| Mr Neil Eveson   | As above   | School Business Manager<br><a href="mailto:neveson@dormston.dudley.sch.uk">neveson@dormston.dudley.sch.uk</a><br>Phone – 01384 816381<br>07827836884 |

The following staff have been identified as people who may be able to undertake additional roles in the response to an incident:

| Name                 | Role                                    | Contact Details   |
|----------------------|---|---|
| Mrs Natasha Gwinnett | Deputise for any absent member of SEMT. | Assistant Headteacher<br><a href="mailto:ngwinnett@dormston.dudley.sch.uk">ngwinnett@dormston.dudley.sch.uk</a><br>Phone – 01384 818084 |

|                 |  |   |
|-----------------|--|---|
|                 |  | Mobile -  |
| Mr Nick Grundy  | Deputise for any absent member of SEMT | Assistant Headteacher<br><a href="mailto:ngrundy@dormston.dudley.sch.uk">ngrundy@dormston.dudley.sch.uk</a><br>Phone – 01384 816417<br>Mobile - |
| Mrs Jane Elliot | Deputise for any absent member of SEMT | Assistant Headteacher<br><a href="mailto:jelliot@dormston.dudley.sch.uk">jelliot@dormston.dudley.sch.uk</a><br>Phone – 01384 818423<br>Mobile - |

#### 4. Key Threats

This Plan will be activated in response to an incident causing significant disruption to the School, particularly the delivery of key / critical activities. Below are listed some key threats:

- Emergencies within School (Allegations, Buildings, Injury or death)
- Kidnap or disappearance of pupil
- Violence or assault in school
- Emergencies on Educational Visits
- Closing School due to Extreme Weather Conditions
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood
- Chemical or Toxic substance release
- Rest Centre Evacuation and Shelter Plan, disaster in the wider community
- Sickness Pandemic
- Loss of ICT Systems
- Loss of Key Services (Electricity, Gas or Water)
- Staff Absence (Including catering staff)
- Bomb Threat & Suspect Package
- Emergency Arrangements for Other School Sites
- School loss of Reputation

#### 5. Business Impact/Effect on Service

| Time           | Effect on School   |
|----------------|--|
| First 24 hours | <ul style="list-style-type: none"> <li>• Inability to open for pupils and staff</li> <li>• Lack of teaching staff</li> <li>• Loss of teaching areas</li> <li>• Loss of catering facilities</li> <li>• Loss of ICT &amp; Communications</li> <li>• Inability to comply with H&amp;S requirements</li> <li>• Reputation of School</li> <li>• Immediate danger to Pupils and Staff</li> </ul> |
| 24-48 hours    | <ul style="list-style-type: none"> <li>• Possible reputational damage</li> <li>• Pupil welfare</li> <li>• Review previous timescale action</li> <li>• Plan and put into place any of the effects on school identified above</li> </ul>   |

|               |   |
|---------------|---|
| Up to 1 week  | <ul style="list-style-type: none"> <li>• Review previous timescale action</li> <li>• Plan and put into place any of the effects on school identified above</li> </ul>   |
| Up to 2 weeks | <ul style="list-style-type: none"> <li>• Dudley MBC's Contingency and Disaster Management Team to plan with SEMT.</li> <li>• Review previous timescale action</li> <li>• Plan and put into place any of the effects on school identified above</li> </ul> |

## 6. Action Plans

In the event a command centre is required, the Directorate's Emergency Plan will be invoked and all details regarding command centres and key officers are included. This will go through Children's Services contact: Matthew Smith and the CDMT council team.

In the first incident of an emergency the school's first priority is to safeguard the welfare of pupils and staff and to alert the emergency services to the situation, or other stakeholders with the exact information of the nature of the incident, the exact location, numbers of casualties if possible and nature of injuries and all other important factors.

The councils Contingency and Disaster Management team must also be informed.

It is important a nominated person meets the emergency services.

### Action

- liaise with Emergency Services (depending on nature of interruption);
- set up clear lines of communication;
- move any endangered people to safety;
- start a log of actions taken;
- identify any damage;
- identify functions disrupted;
- convene the SEMT;
- contact the Directorate Emergency Support Team (DEST);
- provide information to staff;
- decide on course of action;
- communicate decisions to all stakeholders;
- provide public information to maintain reputation and business;
- mobile phones and charged batteries;
- keys to the place of safety.

This list is not exhaustive and is likely to change. This does contain personal information so it is kept in a secure place.

| Specific Failure   | Effect of School  | Actions  |
|--|---|--|
| Loss of ICT  | <ul style="list-style-type: none"> <li>Impact on Teaching and Learning</li> <li>Impact on Personal Data</li> <li>Impact on Safeguarding</li> <li>Impact on Financial Systems</li> <li>Impact on Catering</li> <li>Impact on Rep</li> </ul>        | <ul style="list-style-type: none"> <li>Convene the SEMT</li> <li>Contact the Directorate Emergency Support Team (DEST)</li> <li>Identify functions disrupted</li> <li>Start a log of actions taken</li> <li>Decide on course of action</li> <li>Provide information to staff</li> <li>Previous instructions to staff for this emergency to be acted upon.</li> <li>Set up clear lines of communication</li> <li>Communicate decisions to all stakeholders</li> <li>Consider alternative systems</li> <li>Review all decisions</li> </ul> |
| Emergency on an Educational Trip                             | <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Keeping parents informed</li> <li>School Rep</li> <li>Impact on staff and pupil wellbeing (Physical/ Emotional)</li> </ul>   | <ul style="list-style-type: none"> <li>Convene the SEMT</li> <li>Contact the Directorate Emergency Support Team (DEST)</li> <li>Ensure off-site risk assessment undertaken and group leader has copy.</li> <li>Start a log of actions taken</li> <li>Decide on course of action</li> <li>Provide information to staff/ pupils/ parents</li> <li>Set up clear lines of communication</li> <li>Communicate decisions to all stakeholders</li> <li>Consider alternative systems</li> <li>Review all decisions</li> </ul>                    |
| Emergencies within School (Buildings, Staff Allegation, etc) | <ul style="list-style-type: none"> <li>Impact on Teaching and Learning</li> <li>Impact on Personal Data</li> <li>Impact on Safeguarding</li> <li>Impact on Financial Systems</li> <li>Impact on Catering</li> <li>Impact on Reputation</li> </ul> | <ul style="list-style-type: none"> <li>Convene the SEMT</li> <li>Contact the Directorate Emergency Support Team (DEST)</li> <li>Identify functions disrupted</li> <li>Start a log of actions taken</li> <li>Decide on course of action</li> <li>Provide information to staff</li> <li>Set up clear lines of communication</li> <li>Communicate decisions to all stakeholders</li> <li>Consider alternative systems/ buildings</li> <li>Review all decisions</li> </ul>   |
| Loss of Key Services   | <ul style="list-style-type: none"> <li>Impact on Teaching and Learning</li> <li>Impact on Personal Data</li> <li>Impact on Safeguarding</li> <li>Impact on Financial Systems</li> <li>Impact on Catering</li> <li>Impact on Rep</li> </ul>        | <ul style="list-style-type: none"> <li>Convene the SEMT</li> <li>Contact the Directorate Emergency Support Team (DEST)</li> <li>Identify functions disrupted</li> <li>Start a log of actions taken</li> <li>Decide on course of action</li> <li>Provide information to staff</li> <li>Set up clear lines of communication</li> <li>Communicate decisions to all stakeholders</li> <li>Consider alternative systems/ buildings</li> <li>Review all decisions</li> </ul>   |
| Closure/ Adverse Weather Conditions                          | <ul style="list-style-type: none"> <li>Impact on Teaching and Learning</li> <li>Impact on Personal Data</li> <li>Impact on Safeguarding</li> </ul>  | <ul style="list-style-type: none"> <li>Convene the SEMT</li> <li>Contact the Directorate Emergency Support Team (DEST)</li> <li>Identify functions disrupted</li> </ul>  |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>• Impact on Financial Systems</li> <li>• Impact on Catering</li> <li>• Impact on Rep</li> </ul> | <ul style="list-style-type: none"> <li>• Start a log of actions taken</li> <li>• Decide on course of action</li> <li>• Provide information to staff</li> <li>• Set up clear lines of communication</li> <li>• Communicate decisions to all stakeholders</li> <li>• Consider alternative systems/ buildings</li> <li>• Review all decisions</li> </ul> |
|--|--|---|

## Recovery Resources/Welfare Considerations

| Time           | What We Need to Do  | Resources Needed? (Staff, ICT, Etc)  | Where Can We Obtain Resources?   |
|----------------|---|--|--|
| First 24 hours | <ul style="list-style-type: none"> <li>• Communicate any closures or changes to normal business.</li> <li>• Feed pupils &amp; staff if possible</li> <li>• Plan to operate without ICT</li> <li>• Comply with H&amp;S regulations</li> <li>• Alternative Premises</li> <li>• Control Centre</li> <li>• Give clear roles to staff</li> </ul> | <ul style="list-style-type: none"> <li>• Staff to monitor phones and put out messages.</li> <li>• Possible alternative catering provision.</li> <li>• Control centre set up</li> <li>• Alternative teaching space</li> </ul> | <ul style="list-style-type: none"> <li>• School Staff</li> <li>• School ICT staff</li> <li>• Support Staff</li> <li>• Dudley MBC</li> <li>• Queen Victoria School, alternative areas of school.</li> </ul> |
| 24-48 hours    | <ul style="list-style-type: none"> <li>• Ensure cause of failure is known by all stakeholders</li> <li>• Put into place any recovery strategies</li> </ul>  | <ul style="list-style-type: none"> <li>• Agreed information statements, Media (website, group call, press, local radio)</li> </ul>   | <ul style="list-style-type: none"> <li>• SEMT</li> <li>• School and LEA website</li> <li>• Marketing department</li> </ul>   |
| Up to 1 Week   | <ul style="list-style-type: none"> <li>• Review any recovery strategies</li> </ul>  | <ul style="list-style-type: none"> <li>• As required/ appropriate</li> </ul>   | <ul style="list-style-type: none"> <li>• SEMT</li> <li>• School and LEA website</li> <li>• Marketing Department</li> <li>• Other LEA Services</li> </ul>   |
| Up to 2 Weeks  | <ul style="list-style-type: none"> <li>• Review any recovery strategies</li> </ul>  | <ul style="list-style-type: none"> <li>• As required/ appropriate</li> </ul>   | <ul style="list-style-type: none"> <li>• SEMT</li> <li>• School and LEA website</li> <li>• Marketing Department</li> <li>• Other LEA Services</li> </ul>   |
|                |   |  |  |

## School Support for External Emergencies

The school may become involved in response to an emergency as it is a nominated Rest Centre Evacuation point for Sedgley. Even if the school is not directly affected it is the centre for any emergency affecting the local community.

- civil disturbance or violence in the local community;
- terrorist incidents affecting the local community;
- disease epidemics and pandemics;
- extreme weather.

In the case of an emergency that affects the local community, the Headteacher will liaise with the emergency services and activate the emergency plan upon discussion with the SEMT. This may

involve allocating a safe area of the school to deal with the emergency whilst ensuring the security of the pupils and staff. The CDMT will be involved in this emergency and have already drawn up plans to assist the school. The rest centre information folder has further information on external emergencies.

## 7. Key Risk Register

The first section is a tabular summary of the risks and issues. The second section provides the Risk map to show gross and residual risk. The third section provides the full risk analysis for each risk, including gross (Raw) and residual, control measures, risk indicators and further work required.

The scoring matrix is as follows:

### Likelihood of risk

- 1 – Very Low
- 2 – Low
- 3 – Medium
- 4 – High
- 5 – Very High

### Impact of risk

- 1- Insignificant
- 2 – Minor
- 3 – Moderate
- 4 – Serious
- 5 – Very Serious

### Total Residual Score (Likelihood x Impact) and traffic light

- 1-6 Low (green traffic light)
- 7-12 Medium (green or orange light)
- 13-20 High (orange or red light)
- Over 20 Very High (red Light)

Each risk should have only one traffic light colour. The traffic lights are defined as follows:

Green: The risk is under control and represents no immediate threat or impact

Orange: The risk has potential to move to red. It needs managing and close monitoring but there is no immediate threat which would have a significant impact.

Red: The risk requires active management. It poses an immediate threat and its impact would be significant.

Definition of Terms used in the template:

**Risk** – “The threat or possibility that an action or event will adversely or beneficially affect an organisations ability to achieve its objectives”

**Gross Risk** (sometimes called raw risk) – The level of risk faced by an organisation before any internal controls are applied.

**Residual Risk** – The level of risk faced by an organisation after internal controls have been applied.

**Risk Owner** – An individual staff member, who is closely involved with the risk, is able to monitor the risk, initiate action if the risk becomes more serious, or escalate further if necessary.

**Current risk status** – The level of risk at the time of update, taking known internal and external factors into consideration. Indicated by a single traffic light and based on a residual score.

**Current Risk Assessment** – Factors affecting the assessment of the risk at time of update, taking known internal and external factors into consideration.

**Internal Control Measures** – The processes, policies and procedures used to govern the Schools work or any additional controls or mitigating actions taken to deal with a particular situation. A judgement has to be made by the risk owner as to the numerical reduction to the gross risk score to produce a residual risk.

**Risk Indicators** – Provide the risk owner with early warning that action may be required to mitigate that risk through stronger internal control or, if it is outside the schools control to be aware of it and closely monitor.

| Risk Number | Risk Name           | Risk Owner     | Key Issues  | Gross Risk Score | Residual Risk Score | Rank (based on residual score) | Previous Rank (If any) | Status<br>Green<br>Orange<br>Red |
|-------------|---------------------|----------------|---|------------------|---------------------|--------------------------------|------------------------|----------------------------------|
| 1           | Financial Health    | Governing Body | <ul style="list-style-type: none"> <li>Wages</li> <li>Utilities</li> <li>Supplies</li> <li>Buildings</li> </ul> | 6                | Low                 | 3 <sup>rd</sup>                | n/a                    | Green                            |
| 2           | Government Policies | LEA            | <ul style="list-style-type: none"> <li>Compliance (eg Safeguarding)</li> </ul>                                  | 6                | Low                 | 3 <sup>rd</sup>                | n/a                    | Green                            |
| 3           | Strike Action       | LEA            | <ul style="list-style-type: none"> <li>Health and Safety of Pupils</li> <li>Learning and Progress</li> </ul>    | 6                | Low                 | 3 <sup>rd</sup>                | n/a                    | Green                            |
| 4           | H&S                 | School         | <ul style="list-style-type: none"> <li>Health and safety of pupils and staff</li> </ul>                         | 10               | Medium              | 1 <sup>st</sup>                | n/a                    | Orange                           |

|    |  |        |  |    |        |                 |     |        |
|----|--|--------|--|----|--------|-----------------|-----|--------|
| 5  | Closure/Adverse Weather Conditions   | School | <ul style="list-style-type: none"> <li>• Health and Safety of pupils</li> <li>• School Reputation</li> <li>• Communication to pupils</li> <li>• Work set through VLE</li> </ul>                              | 8  | Medium | 2 <sup>nd</sup> | n/a | Orange |
| 6  | Emergencies within School (Allegations, Buildings, Injury or death)                      | School | <ul style="list-style-type: none"> <li>• Health and Safety of pupils</li> <li>• School Reputation</li> <li>• Emotional welfare</li> </ul>  | 10 | Medium | 1 <sup>st</sup> | n/a | Orange |
| 7  | Kidnap or disappearance of pupil.  | School | <ul style="list-style-type: none"> <li>• Safety of Pupil</li> <li>• Panic amongst parents, pupils and staff</li> <li>• Impact on school rep</li> <li>• Emotional welfare</li> <li>• Communication</li> </ul> | 5  | Low    | 4 <sup>th</sup> | n/a | Green  |
| 8  | Violence or assault in school.   | School | <ul style="list-style-type: none"> <li>• Health and safety of pupil (s)/ staff</li> <li>• Reprisals</li> <li>• Morale</li> <li>• School Rep</li> </ul>   | 5  | Low    | 4 <sup>th</sup> | n/a | Green  |
| 9  | Emergencies on Educational Visits  | School | <ul style="list-style-type: none"> <li>• Panic amongst parents, staff and pupils</li> <li>• Health and Safety of Pupils/ staff</li> <li>• School Rep</li> </ul>  | 10 | Medium | 1 <sup>st</sup> | n/a | Orange |
| 10 | Denial of access, or damage to, facilities e.g. loss of a building through fire or flood | LA     | <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Impact on Progress</li> <li>• School Rep</li> <li>• Work issued through VLE</li> <li>• Communication</li> </ul>                        | 5  | Low    | 4 <sup>th</sup> | n/a | Green  |
| 11 | Chemical or Toxic substance release  | LA     | <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Impact on Progress</li> <li>• School Rep</li> </ul>  | 5  | Low    | 4 <sup>th</sup> | n/a | Orange |
| 12 | Rest Centre Evacuation and Shelter Plan, disaster in the                                 | LA     | <ul style="list-style-type: none"> <li>• Impact on Learning and availability of school facilities</li> </ul>   | 5  | Low    | 4 <sup>th</sup> | n/a | Orange |

|    |  |        |  |   |        |                 |     |        |
|----|--|--------|--|---|--------|-----------------|-----|--------|
|    | wider community                                  |        | <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• School Rep</li> <li>• Capacity</li> </ul>   |   |        |                 |     |        |
| 13 | Sickness Pandemic                                | LEA    | <ul style="list-style-type: none"> <li>• Impact on Learning and availability of school facilities</li> <li>• Health and Safety</li> <li>• Impact on School Rep</li> </ul>  | 5 | Low    | 4 <sup>th</sup> | n/a | Green  |
| 14 | Loss of ICT Systems                              | LEA    | <ul style="list-style-type: none"> <li>• Impact on Learning and availability of school facilities</li> <li>• Health and Safety</li> <li>• Impact on School Rep</li> </ul>  | 8 | Medium | 2 <sup>nd</sup> | n/a | Orange |
| 15 | Loss of Key Services (Electricity, Gas or Water) | LEA    | <ul style="list-style-type: none"> <li>• Impact on Learning and availability of school facilities</li> <li>• Staff and Pupil Health and Safety</li> </ul>  | 8 | Medium | 2 <sup>nd</sup> | n/a | Orange |
| 16 | Staff Absence (Including catering staff)         | School | <ul style="list-style-type: none"> <li>• Impact on Learning and availability of school facilities</li> <li>• Staff and Pupil Health and Safety</li> <li>• Ability of school to provide the full range of services</li> <li>• Safeguarding</li> </ul>     | 6 | Low    | 3 <sup>rd</sup> | n/a | Green  |
| 17 | Bomb Threat & Suspect Package                    | School | <ul style="list-style-type: none"> <li>• Health and safety of all stakeholders</li> <li>• Impact on Learning and availability of school facilities</li> <li>• Ability of school to provide the full range of services</li> <li>• Safeguarding</li> </ul> | 5 | Low    | 4 <sup>th</sup> | n/a | Green  |

(The above risk register with the highest residual risk score have been included in the action plan section to detail action to be taken by the school to reduce the risk and to deal with the emergency in the event of it happening.)

## **8. After the Event**

- Notify all stakeholders of return to normality
- Debrief
- Formally review the plan
- Ensure all logs up to date, clear and factual
- Report to Governors and Children's Services

Post incident care is aimed at helping individuals to understand their feelings following an emergency and to identify sources of future support. The overall aim of the support is to help people in a way that will reduce the possibility of them developing post-traumatic stress disorder. Some emergencies may generate a large amount of media exposure for months, or even years after the incident and the effect of this on pupils may need to be taken into consideration.

Support will be used from the council in the following:

- Educational Psychology;
- Counselling Service;
- Education Welfare;
- Crisis Support Team;
- Human Resources.

This support will offer structured opportunities over a specific timescale, to talk about the incident in a supportive atmosphere, receive feedback and validation of their own feelings and help to come to terms with these.

The pastoral and welfare officers will work on topics through the curriculum and help staff recognise the normal reactions of pupils and play an important part in supporting both staff and pupils. They will also ensure relevant communication is ongoing with parents / carers of pupils who may have been involved and ensure that their needs are taken into account.

The debrief will be aimed at learning the lessons which will help the school improve plans and procedures to deal more effectively with an incident in the future.

The CDMT will give further support on the debriefing procedures.

## 9. Communications in the Event of an Incident

Effective communications, both internally and external, are vital for the efficient management of an incident.

Rumours spread quickly within a school community and can cause great distress in a crisis situation. The best way of preventing rumours is to inform people quickly, simply and factually.

All staff and governors should be informed as quickly as possible, and given the same accurate information. In case of a tragic accident the Educational Psychology Service will be informed and the best cause of disseminating the information will be chosen under consultation with the SEMT.

Due to the high number of calls likely to be received in the aftermath of an incident the Dormston Centre Number 01384 816388 and the School Business Manager number 01384 816381 will be given out to the general public and will be operated by a member of staff with the relevant information. The Head teacher's number 01384 816399 will be kept clear for outgoing calls and incoming calls from key partners. The contingency and disaster management team will arrange for additional telecommunications support if required.

It is important the SEMT and governors prepare a joint statement for release of information to parents, general enquirers and the media. Special steps will be taken to inform affected parents effectively and sensitively and this should be done in consultation with the police. The councils marketing and communications team will be contacted prior to any release.

An early decision will be made between the SEMT about how to inform parents, bearing in mind the speed with which rumours circulate. In the case of a fatality, the police will normally inform the parents or next of kin of the children or staff involved.

Other methods of communication that may be used include notices on the schools web site and group call to parents and staff. It may be required for each parent to be notified separately by telephone in particularly extreme situations.

Ongoing communication will be updated regularly will be used to reassure and show all progress made.

The media and communications coordinator will liaise closely with the councils marketing and communications team who will assist with all draft press releases and statements, organising press conferences and dealing with public requests for information.

During an incident it is likely the media will be at the scene very quickly and in large numbers. It is important to cooperate with them for two reasons; firstly, the media can provide a useful conduit

for the dissemination of public information, secondly, it is important that the information they report is factually correct.

The SEMT will make a contribution reflecting its own involvement, interest and concern and cooperate effectively with the media to achieve some of its own objectives while assisting the journalists to achieve theirs.

The schools key objectives are to show that it is controlling the incident and doing all it can to minimise the consequences and to set minds at rest as far as possible and counter dangerous rumours.

The phone handlers must make sure whoever answers the phone is aware of what to do if a media call comes in.

- take down the journalists name and from where they are calling;
- find out exactly what they want to know and what their deadline is;
- make sure that the Headteacher and Chair of Governors are alerted straight away.

#### What the Media Can and Can't Do

- they can speak to parents as they enter or leave school;
- they can speak to neighbours / friends of pupils;
- they are trespassing if they enter the school grounds without permission, but can film from outside;
- reporters cannot interview children under the age of 16 without permission from their parent/carer.

#### Do's and Don't

- don't ever say no comment (it immediately implies that you have something to hide);
- don't get over confident and start sharing things you may later regret;
- don't speculate, stick to facts;
- don't speak off the record, anything said may be used;
- do give a holding statement prepared by the SEMT.

Whatever happens there is always something positive to say, so say it. Outline actions plans to prevent similar incidents, show you care by telling reporters you've contacted parents and reassured them, be open and honest and say you are operating the schools emergency plan.

## **10. Log Keeping**

Each member of staff involved in the response must record all communications and actions taken. Notes should be made as soon as reasonable practicable after the incident. This log will serve as a true record of events and aid the compilation of post incident reports which is the responsibility of the record keeper, this will be used for any debriefs and any subsequent inquiries. The log is an important component of investigations and the record keeper must ensure all logs are recorded and that all are intelligible, accurate and clear.

## **11. Appendices**

- a. Risk Map
- b. Incident Flow Chart
- c. Contacts & Staff Telephone Numbers
- d. Supply Cover Details
- e. Useful References