Business Continuity Plan and Critical Incident Policy and Procedure

Dixons Allerton Academy

Last updated: Tuesday, 01 August 2023

Contents

1.0 Policy statement 3

2.0 Scope and purpose 3

3.0 Trust [policies and procedures](#_School_policies_and) 4

4.0 [Contact details](#_Contact_details) 4

5.0 [Roles, responsibilities](#_Roles_and_responsibilities) and command levels 6

6.0 [Critical academy activities](#_Critical_school_activities) 7

7.0 [Contractors](#_Contractors) 8

8.0 [Paper-based records](#_Paper-based_records) 9

9.0 [Inventory](#_Inventory) 10

10.0 [Critical items](#_High-value_items) 11

11.0 [Risk ratings](#_Risk_ratings) 12

12.0 [Procedure activation](#_Plan_activation) 13

13.0 [Potential disruptions](#_Potential_disruptions) 14

14.0 [Initial response](#_Initial_response) 18

15.0 [Business continuity](#_Business_continuity) 21

16.0 [Recovery](#_Recovery) 24

17.0 Activity log 26

18.0 Financial expenditure log 27

19.0 Incident evaluation 32

1.0 Policy statement

Dixons Academies Trust is committed to protecting the welfare of our entire community and, as such, understands that clear and effective procedures need to be in place to outline the academy’s response in a variety of situations.

It is essential that each of our academies has a plan in place to respond effectively to health and safety incidents and other emergencies that might occur at an event.

This emergency plan should be in proportion to the level of risk presented by event activities and the potential extent and severity of the incident.

2.0 Scope and purpose

Whilst most incidents within an academy can be dealt with following day-to-day academy procedures, there are more serious incidents which will require an established emergency response. These are:

* an inability to carry out daily and / or critical activities
* loss of life or serious injury to staff, students or members of the academy community / public
* serious damage to, or loss of, a part of / full building or access to a building
* adverse publicity and / or reputational impacts
* loss or breach of ICT systems and / or data
* loss or shortage of staff
* loss of critical supplier or service

3.0 Trust policies and procedures

This policy has been developed in accordance with, and will be implemented alongside, the following procedures:

* Adverse Weather Procedure
* Bomb Threat Procedure
* Data and E Security Breach Prevention and Management Procedure
* Fire Safety Action Procedure
* Infection Control Procedure
* Learner Bereavement Policy
* Lockdown and Evacuation Procedure
* Strike Action Procedure
* Legionella Health and Safety Procedure
* Strike Action Procedure

In line with our trust’s Data and E-Security Breach Prevention and Management Procedure, the academy ensures that only relevant individuals have access to this Business Continuity and Critical Incident Policy and Procedure, with particular reference to the tables providing an overview of data held by the academy within this procedure, to uphold data security.

4.0 Contact details

4.1 Senior leadership team

The senior leadership team usually involves the most senior members of the academy, such as the chair of the governing body, the principal and operations and business manager.

| Role | Name | Telephone number 1 | Telephone number 2 |
| --- | --- | --- | --- |
| Principal |  |  |  |
| Senior Vice Principal |  |  |  |
| Vice Principal |  |  |  |
| Vice Principal |  |  |  |
| Assistant Vice Principal |  |  |  |
| Assistant Vice Principal |  |  |  |
| Operations & Business Manager |  |  |  |
| PA to the Principal |  |  |  |
| Director of Estates and Capital |  |  |  |
| Compliance Monitoring Officer | Sarah Gaskin | 01274 085447 | 07496 885017 |

4.2 Trust, local academy staff and governors:

Certain staff members may need to be contacted out of hours and informed of an incident. Insert details in the order of contact.

| Role | Name | Telephone number 1 |
| --- | --- | --- |
| Chief Executive | Luke Sparkes | **Teams** |
| Deputy Chief Executive: Education | Neil Miley | **Teams** |
| Chief People Officer | Faizal Musa | **Teams** |
| Executive Director: Communications | Tahmina Jahan | **Teams** |
| Executive Director: Bradford and Leeds | Clare Skelding | **Teams** |
| Executive Director: Development | Jenny Thompson | **Teams** |
| Executive Director: Manchester and Liverpool | Mark Harrison | **Teams** |
| Executive Director: Business Services | Tom Rennie | **Teams** |
| Executive Director: Estates and Capital | Alistair Burg-Broquere | **Teams** |
| Executive Principal | Natalie Brookshaw | **Teams** |
| Executive Principal, Primary | Justine Oldham | **Teams** |
| Executive Principal | Jason Patterson | **Teams** |
| Executive Principal | Danny Carr | **Teams** |
| Director SEND and Safeguarding | Nicole Dempsey | **Teams** |
| Director: Centre for Growth | Judith Kidd | **Teams** |
| Chair of Trustees | Mike Blackburn | **Teams** |
| Head of Governance and Executive Services | Kathryn Berrill | **Teams** |

4.3 External agencies (dependent on incident)

| Organisation | Service | Name | Contact details |
| --- | --- | --- | --- |
| Bradford Council | Health and Safety Service providers | Chris Hardaker | 01274 437021  07582 109251 |
| Bradford Council | Emergency Planning Service | N/A | 01274 434752  [Emergency.management@bradford.gov.uk](mailto:Emergency.management@bradford.gov.uk) |
| Leeds City Council | Customer Services |  | **0113 222 4444** |
| Liverpool City Council | Emergency Planning Service |  | 0151 233 8637  [emergency.planning@liverpool.gov.uk](mailto:emergency.planning@liverpool.gov.uk) |
| Greater Manchester Council | Resilience Forum |  | 0161 608 4375 |
| Hill Dickinson LLP | Legal Advisors | N/A | 0151 600 8000 |
| SSE | Gas | N/A | 0345 010 1706 |
| Drax | Electricity | Mark Robson | 01473 707761 |
| RPS | Insurers | N/A | 0330 058 5566  www.rpaclaimforms.co.uk |
| Yorkshire Water | Water | N/A | 0330 1232000 |
| West Yorkshire FRS  Greater Manchester FRS  Merseyside FRS | Fire & Rescue Service | N/A | 999 |
| West Yorkshire Ambulance Service  Greater Manchester Ambulance Service  North West Ambulance Service | Ambulance Service | N/A | 999 |
| West Yorkshire Police  Greater Manchester Police  Merseyside Police | Police | N/A | 999 |
| HSE | Health & Safety Executive | N/A | 01132 853341 |

5.0 Roles, responsibilities, and command levels

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME** | **Level Status** | **Level Type** | **Definitions and responsibilities** |
| CEO / deputy CEOs / chief people officer / executive director: communications / executive director: estates and capital / executive directors | **Gold** | Strategic | * In overall strategic command of the event / situation / operation. * Holds ultimate responsibility for the handling and outcome of the incident and sets the strategy for dealing with it. * Command responsibility for the overall implementation of this procedure and ensuring that staff members are aware of their responsibilities |
| Executive principal / principal / head of school / senior vice principal / head of IT / head of governance / campus manager / HR advisor | **Silver** | Operational | Is responsible for producing the tactical plan following the strategy set out by the gold commander.  Command responsibilities:   * assume tactical command of the incident * appoint any further bronze commanders as appropriate * set, review, update and communicate the tactical plan * be located appropriately to exert their tactical command over the incident depending on the circumstances   Specific responsibilities  The principal is responsible for:   * ensuring the academy has the capacity to respond to unforeseen circumstances * determining the academy’s overall response and recovery strategy * acting as part of the senior leadership team to coordinate a response to an incident * taking lead responsibility for any decisions made during an incident * maintaining the welfare of all staff and students. * liaising with the director of estates and capital with regards to any building or site issues * liaising with the head of governance and executive services and the head of IT to ensure the resilience of the academy’s ICT equipment and data security |

|  |  |  |  |
| --- | --- | --- | --- |
| Operations and business manager / senior leadership team / site staff / IT second and first line | **Bronze** | Operational | The bronze commander takes the operational decisions necessary to accomplish the silver commander’s tactical plan.  Command responsibilities:   * assume operational command of the incident or specified supporting activity * have a clear understanding of the gold commander’s strategy, the silver commander’s tactical plan and their role within it * be suitably located to maintain effective operational command of their area of responsibility * review, update and communicate any changes that may affect the tactical plan   Specific responsibilities:  The bronze commander is responsible for:   * the implementation of the Business Continuity and Critical Incident Procedure * acting as a key member of the senior leadership team and reporting directly to the principal * developing continuity arrangements and strategies, e.g. alternative relocation sites and use of temporary staff * ensuring staff, students, governors, and any other relevant individuals, are involved in the development of the procedure * arranging practice run-throughs of the procedure for different emergency situations * conducting debriefs following an incident or practice run through to identify ways in which the procedure can be improved * maintaining a log of all key decisions and actions taken in relation to an incident * ensuring relevant staff members are trained to undertake their responsibilities in relation to the procedure * maintaining the welfare of all staff and students * announcing when an incident is taking place and activating the response as appropriate * leading the academy’s initial and ongoing response to an incident * contacting the executive director: communications, to lead on the academy’s communication response with key stakeholders and liaison with the media * notifying relevant stakeholders of the incident, procedure activation and ongoing response * providing direction and senior leadership team to the whole academy community * managing the deployment of resources * prioritising the recovery of key activities disrupted by the incident * liaising with the operational incident response team * maintaining the welfare of all staff and students * assisting with the recovery of the academy * communicating to and from the senior leadership team * maintaining the welfare of all staff and students * linking with director of estates and capital for support |

|  |  |  |  |
| --- | --- | --- | --- |
| **Additional responsibilities** | | | |
|  | Exec director: estates and capital | Operational | * maintaining the security of the academy premises during an incident * communicating with the senior leadership team during an incident with regards to any building or site issues * linking in with director of estates and capital and updating as appropriate |
|  | Head of governance and executive service | Operational | * working alongside the head of IT to ensure the resilience of the academy’s ICT equipment and data security * working with the head of IT to develop proportionate responses to a compromise of ICT equipment or loss of data * leading the academy’s response to a breach of ICT equipment and potential loss of data, in accordance with the Data and E-Security Breach Prevention and Management Procedure * working alongside our external provider GDPR Sentry 0113 804 2035 info@gdprsentry.com for GDPR support |

\*Reference: National critical incident management guidance

6.0 Critical academy activities

The academy has identified critical activities which take priority for recovery in an incident, on the basis that, if these were not recovered, it would have the greatest impact on the academy community, such that it would be unable to deliver the service or there would be significant harm, or risk, caused to individuals. These are detailed below:

| Critical activity | Resources required | Need for resources | | | | | | Comments |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4 hours | 24 hours | 24-48 hours | 1 week | 2 weeks | 1 month |
| Teaching |  |  |  |  |  |  |  |  |
| Safeguarding |  |  |  |  |  |  |  |  |
| Catering |  |  |  |  |  |  |  |  |
| ICT systems |  |  |  |  |  |  |  |  |
| Examinations |  |  |  |  |  |  |  |  |
| Estates |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

7.0 Contractors

In line with section 6 of this policy, the following contractors are responsible for carrying out the critical activities identified.

| Critical activity | Name of contractor | Name of contact | Telephone number 1 | Telephone number 2 |
| --- | --- | --- | --- | --- |
| Catering |  |  |  |  |
| Preventative plant maintenance |  |  |  |  |
| Fire alarm maintenance |  |  |  |  |
| Security alarm maintenance |  |  |  |  |
| Building security |  |  |  |  |
| Fire monitoring |  |  |  |  |
| Lift servicing |  |  |  |  |
| Water management |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

8.0 Paper-based records

The academy has identified vital paper-based records that are not stored on the computer network which, if lost or damaged, would prevent or severely impair the academy’s ability to deliver a service or would lead to a high risk to the rights and freedoms of individuals. These are identified below:

| Document type | Information held | Location | Duplicated? (Y/N) | Where are duplicates held? |
| --- | --- | --- | --- | --- |
| Admissions files | Students’ personal data |  |  |  |
| Staff files – current staff | Staff personal data |  |  |  |
| Premises based contracts and contractor details | Nature of contract, contractors contact details |  |  |  |
| Examinations (dependent on time of year) | Actual exam papers |  |  |  |
| Safeguarding Records | Personal student incident details / notes |  |  |  |
| Health and safety / accident records | Accident records / student / staff details of incident / investigation |  |  |  |
| Fire management records | Fire tests |  |  |  |
| Recruitment records | Applicant details / equal ops / application forms / interview documents |  |  |  |

9.0 Inventory

The table below outlines the equipment located in different areas of the academy in order to assist with determining the level of damage and loss following an incident.

|  | Rooms | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Equipment | Staff room | Standard classroom | Standard faculty office | Admin office + reception | IT classroom | Principal’s office |
| Desks / tables |  |  |  |  |  |  |
| Chairs |  |  |  |  |  |  |
| Computer |  |  |  |  |  |  |
| Scanner |  |  |  |  |  |  |
| Printer |  |  |  |  |  |  |
| MFD |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

10.0 Critical items

The table below identifies any items held within the academy which are critical to the continued business. These have been included for insurance purposes following an incident. (Items listed are examples and not an indicative list, please adapt to requirements of your academy).

| Item | Make / model | Serial number | Item value at purchase | Purchase date | Owner (leased items only) | Termination date (leased items only) |
| --- | --- | --- | --- | --- | --- | --- |
| Leased MFD |  |  |  |  |  |  |
| Smart touch screen |  |  |  |  |  |  |
| Desktop PCs |  |  |  |  |  |  |
| Laptops |  |  |  |  |  |  |
| Smartboards |  |  |  |  |  |  |
| Inventry system |  |  |  |  |  |  |
| Design Technology equipment |  |  |  |  |  |  |
| Theatre equipment |  |  |  |  |  |  |
| Minibus |  |  |  |  |  |  |
| Exam tables |  |  |  |  |  |  |
| Catering equipment (ovens / dishwasher / fridges) |  |  |  |  |  |  |
| Astroturf (where applicable) |  |  |  |  |  |  |
| Decompaction machine for AstroTurf (where applicable) |  |  |  |  |  |  |
| Fitness Suite (where applicable) |  |  |  |  |  |  |
| Examination tables & chairs |  |  |  |  |  |  |

11.0 Risk ratings

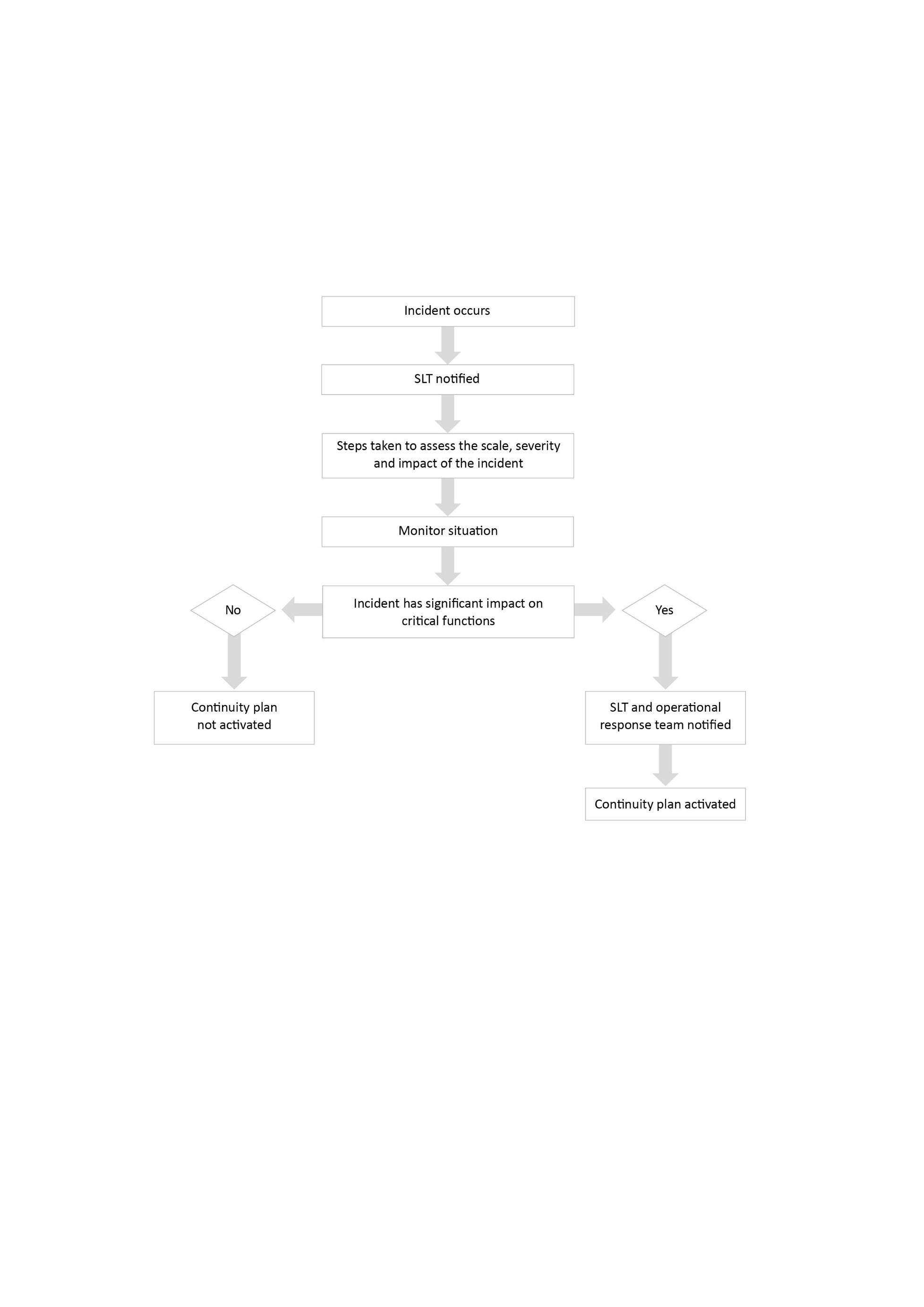
The academy has defined a risk-rating system to determine the likelihood of an incident occurring and the possible impact of such an incident.

|  |  |  |  |
| --- | --- | --- | --- |
| Likelihood | | Impact | |
| 1 | Low | 1 | Minor |
| 2 | Medium | 2 | Significant |
| 3 | High | 3 | Major |

Risk-rating impacts are further defined below:

|  |  |
| --- | --- |
| Risk rating | Description |
| Minor | * Disruption affects a single class, year group or other function and can be managed through normal operational activities. * Disruption is not serious or widespread and is unlikely to affect academy operations to a significant degree. * No significant impact on staff or student safety. * The senior leadership team needs to be notified and the incident needs to be monitored. * Possible partial or full activation of the Business Continuity Procedure (BCERP). |
| Significant | * Disruption affects more than one year group, class or other function and remains self-contained. * The affected area has the capacity to manage the disruption – with or without support. * May require activation of specific resources e.g. ICT. * Significant impact on staff or students’ safety. * Senior leadership team needs to be notified to discuss whether to activate the Business Continuity Procedure. * Escalation of the incident needs to be monitored. * Likely partial or full activation of the Business Continuity Procedure (BCERP). |
| Major | * Disruption affects the whole academy and possibly the local community. * Major impact on student or staff safety. * Affected area does not have the capacity to manage the disruption. * Requires the activation of specific resources e.g. ICT. * Senior leadership team needs to be notified to discuss whether to activate the Business Continuity Procedure. * Escalation of the incident needs to be monitored. * Activation of the Business Continuity Procedure (BCERP), where necessary. |

12.0 Procedure activation



13.0 Potential disruptions

13.1 The academy has identified four key disruptions that would be critical to its ability to provide a service in the event of an incident. These are:

* loss of premises
* loss of staff
* failure of ICT systems
* loss of services, e.g. electricity, gas, water or food

13.2 The incident response, continuity and recovery procedures outlined in sections 14, 15 and 16 of this procedure are applicable to all incidents; however, the academy has identified specific provisions in addition to these procedures for each potential disruption.

13.3 Loss of premises

Loss of premises may be caused as a result of fire, flood, loss of essential utilities or another incident. The academy has a duty to provide a safe, suitable and secure site for staff and students. The provisions outlined below are implemented in accordance with the following academy policies:

* Fire Safety Procedure
* Bomb Threat Procedure
* Adverse Weather Procedure
* Invacuation, Lockdown and Evacuation Procedure

| Disruption | Risk rating | | Incident response |
| --- | --- | --- | --- |
| Likelihood | Impact |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

13.4 Loss of staff

Loss of staff is most likely to occur during adverse weather, strike action or an outbreak of disease. It is a critical function of the academy to provide a suitable number of teaching staff to deliver students’ education. The provisions outlined below are implemented in accordance with the following academy procedures:

* Adverse Weather Procedure
* Strike Action Procedure
* Infection Control Procedure

| Disruption | Risk rating | | Incident response |
| --- | --- | --- | --- |
| Likelihood | Impact |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

13.5 Failure of ICT systems

Failure of ICT systems may occur as a result of a fire or flood disaster or may be caused by a data security breach. The academy has a responsibility to uphold the security of all data it holds. The provisions outlined below are implemented in accordance with the following academy documents:

* Data and E-Security Breach Prevention and Management Procedure

| Disruption | Risk rating | | Incident response |
| --- | --- | --- | --- |
| Likelihood | Impact |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

13.5.1 It is essential to maintain effective ICT back-up arrangements in order to prepare for, and recover from, any failure of an ICT system or loss of data. The head of IT is responsible for conducting regular ICT back-ups in accordance with the Data and E-Security Breach Prevention and Management Procedure.

13.5.2 The academy adopts the following back-up procedures for electronic data:

[Outline in bullet points your academy’s back-up procedures, including how information is backed up, what information is included, how often it is saved, where it is stored and how information would be restored.]

13.5.3 The academy records some information using paper-based records, for example, coursework or examination papers. The e-safety officer is responsible for maintaining paper records. In line with section 6 of this policy, the academy adopts the following back-up procedures for paper-based records:

[Outline in bullet points your academy’s back-up procedures for paper-based records and the procedures in place to ensure information is stored as securely as possible.]

**13.6 Loss of services**

Loss of services may occur, for example, where a service provider suffers a critical incident and they are no longer able to provide the service to the academy. The academy has a responsibility to ensure that students and staff are provided with a safe environment at all times. The following provisions outline the academy’s response in the event of a loss of a service:

| Disruption | Risk rating | | Incident response |
| --- | --- | --- | --- |
| Likelihood | Impact |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

14.0 Initial response

| Requirement | Other action to take | Responsible | Completed? |
| --- | --- | --- | --- |
| Initial response | | | |
| Incident | | | |
| Assess the severity of the incident | * Determine:   + The situation   + The impact on students and staff   + The scale/severity, duration and impact * Disseminate information to others by way of standard communication message to the whole site: The academy is now in lockdown, activate lockdown procedure * Call emergency services if necessary * Evacuate / invacuate / lockdown the academy building if necessary |  |  |
| Nominate individuals to carry out the following roles:   * Business continuity * Communications * Log-keeping * Media management * Resources * Welfare | * Information on responsibilities found in section 3 of the Business Continuity Procedure. * Remember to:   + allocate tasks amongst the senior leadership team   + ensure staff are clear about their responsibilities   + establish the location and frequency of meetings |  |  |
| Inform all other staff of the incident | * Contact the coordinating incident response team * Contact the operational incident response team * Inform all other staff and governors as appropriate |  |  |
| Consider how the incident affects extended services | * Liaise with extended services as necessary |  |  |
| Maintain a log of any injuries sustained to students, staff or visitors | * Ensure the log is provided to emergency services |  |  |
| Work closely with other services, e.g. emergency services, as required | * Provide information to those arriving on the premises * Ascertain the whereabouts of all students, staff and visitors and ensure emergency services are aware of anyone who is unaccounted for |  |  |
| Contact relatives of those involved in the incident if appropriate | * Decide the most appropriate method – if the incident is very serious, liaise with the police about informing next of kin |  |  |
| Where the incident involves failure of ICT systems or a loss of data, take steps to maintain security of systems as appropriate | * Liaise with head of IT and head of governance and executive services to maintain security of the academy’s network and data * Refer to the Data and E-Security Breach Prevention and Management Procedure * Attempt to recover important documentation * Contact organisations which can assist with document recovery if necessary * Notify the ICO of personal data breach within 72 hours, if necessary * Notify data subjects of personal data breach, if necessary |  |  |
| Resources | | | |
| Secure academy premises | * Consider disabling utility supplies |  |  |
| Maintain access to academy entrance | * Ensure emergency services can access the academy premises as required * Prevent parking in restricted zones |  |  |
| Work with academy staff and the emergency services to control access to the academy | * Advise staff to check the identity of others when arriving at the academy premises * Provide authorised visitors with ID badges and ensure they sign in and out * Ensure media access is controlled * Advise emergency services of any property related issues or hazards, e.g. asbestos, and provide with a site map if appropriate * Obtain academy grab bag from nominated storage location |  |  |
| Welfare | | | |
| Establish arrangements to meet the welfare needs of students, staff, parents, visitors and others | * Identify students who may require additional support:   + those with SEND   + those with other medical needs   + those with personal emergency evacuation procedures * Any individual who is particularly vulnerable or badly affected, e.g. a witness to the incident * Obtain records on student and staff PEEP documentation and utilise as part of emergency planning |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Log-keeping | | | |
| Attend meetings held by the senior leadership team | * Keep a log of important information, actions taken and decisions made |  |  |
| Ensure that each member of staff keeps an incident log | * Incident logs should be regularly communicated to the appropriate incident response team, who should then communicate to other response teams |  |  |
| Communications | | | |
| Dedicate telephone lines for incoming and outgoing calls | * Arrange extra support at reception if necessary |  |  |
| Record a new message on the academy answerphone if appropriate | * Consider setting the phone to ‘answer only’ mode |  |  |
| Inform those involved in the response of any communication difficulties, e.g. poor signal | * Help staff with any communication needs |  |  |
| Media management | | | |
| Organise appropriate responses to media requests | * Seek support from other organisations as appropriate, e.g. emergency services or the LA |  |  |
| Control media access to the premises, staff and students | * Avoid allowing access to the site, students or staff unless there is a reasonable reason to do so and consent has been sought * Liaise with the police, if necessary * Designate a specific area for the media, away from the academy entrance |  |  |
| Develop a brief media statement | * Information must be limited until facts are clear and all parents have been notified |  |  |

15.0 Business continuity

| Requirement | Other action to take | Responsible | Completed? |
| --- | --- | --- | --- |
| Ongoing response | | | |
| Incident | | | |
| Nominate a main contact for the coordination of the response | * Continue to liaise with emergency services as required |  |  |
| Continue to allocate tasks for each incident response team | * Work closely with the senior leadership team to coordinate actions and resolve any complications or difficulties * If the response is likely to last for a significant amount of time, e.g. longer than two hours, consider staff rotation |  |  |
| Procedure to maintain critical activities | * Consider how the following activities are maintained: * immediate and ongoing priorities * communication strategies * resource availability * deployment of resources * roles and responsibilities * finance * monitoring and reporting on the situation * stakeholder engagement * welfare issues * procedure the recovery of non-critical activities |  |  |
| Minimise disruption to education | * Ensure arrangements are in place to keep the academy open and maintain normal routines wherever possible * Ensure parents are informed of any changes to the academy routine |  |  |
| Ensure regular briefings are given | * Give briefings to: * staff * students * parents * governors * services – emergency or otherwise |  |  |
| Work closely with the individual responsible for media management to provide regular briefings to the media | * Seek support from other organisations, if necessary |  |  |
| Ascertain whether all necessary individuals have been informed of the incident | * In the event of a serious injury or fatality, ensure the HSE has been informed in line with RIDDOR |  |  |
| Seek advice on legal and insurance issues if appropriate | * If the incident is a crime scene, seek advice from the police and other emergency services |  |  |
| Resources | | | |
| Liaise with utility suppliers as required |  |  |  |
| Establish safe and secure areas to assist with the response | * Areas may include: * media briefing room * briefing area for parents * senior leadership team command room |  |  |
| Liaise with staff and other organisations to provide access to facilities and resources as required | * If necessary, open or close parts of the academy premises * Liaise with the business continuity coordinator to establish temporary accommodation, if required |  |  |
| Ensure the academy premises is secure | * Provide temporary fencing around damaged areas and arrange for broken windows to be boarded, for example |  |  |
| Welfare | | | |
| Assess the welfare of those involved | * Continue to monitor and provide support for those that have been affected by the incident * Ensure staff take regular rest periods |  |  |
| Determine arrangements for returning students to their parents | * Ensure members of staff are available to meet families |  |  |
| Inform students of the incident | * Seek support from educational psychologists about the best way to inform students, if necessary * Ensure students are spoken to before they leave the academy premises to determine if any extra support is needed * Ensure religious and cultural factors are considered wherever necessary |  |  |
| Log keeping | | | |
| Keep accurate records of any individual admitted to hospital or treated by the emergency services | * Ensure records are communicated to the senior leadership team |  |  |
| Keep accurate records of all items lost by students, staff or visitors | * Ensure records are communicated to the senior leadership team |  |  |
| Keep accurate records of all expenditure incurred | * Record all costs incurred as a result of the incident response |  |  |
| Communications | | | |
| Consider the most effective arrangements for contacting students’ parents | * Ensure a record of all calls made to parents is maintained |  |  |
| Liaise with the individual responsible for media management about contacting local radio stations |  |  |  |
| Liaise with the business continuity coordinator to communicate to parents | * Consider letters home that includes information on: * the details of the incident. * how their child was involved. * the actions taken to support those involved. * who to contact if they have any concerns or queries. |  |  |
| Media management | | | |
| Devise an ongoing strategy for handling media requests | * Work closely with the media to establish what information is required and any deadlines * Gather information from the senior leadership team and other organisations as appropriate |  |  |
| Provide regular statements to the media | * Ensure messages are accurate * Ensure the protection of identities is considered * All press releases need to be checked and agreed by emergency services |  |  |
| Advise staff on where to direct media enquiries | * Ask staff, students and parents to avoid speculation when talking to the media * Avoid the spread of misinformation by ensuring individuals are clear on where to direct enquiries |  |  |

16.0 Recovery

| Requirement | Other action to take | Responsible | Completed? |
| --- | --- | --- | --- |
| Recovery | | | |
| Incident | | | |
| Nominate an individual to act as the main point of contact for the recovery process | * Allocate tasks amongst the different response teams, ensuring the main contact is taking regular notes on the status of the incident and all related recovery planning decisions |  |  |
| Ensure that post-incident support is available to anyone who requires it | * Ensure access is given to educational psychologists * Allow staged returns to academy where necessary * Staff member will visit the student at home to determine necessary support |  |  |
| Minimise disruption to education | * Put arrangements in place for remote learning where possible * Work with academy staff to restore the usual academy routine as much as possible |  |  |
| Work closely with senior leadership team in organising remedial work | * Organise remedial work to the academy premises * Liaise with insurance companies and other organisations as appropriate * In the event of a public health incident, consider ordering infection control supplies and increasing the cleaning regime |  |  |
| Complete any necessary forms or paperwork | * Ensure an inventory is held of any equipment that has been damaged or lost * Arrange for important items/documentation to be recovered, replaced or destroyed |  |  |
| Arrange debriefs | * Debriefs should be arranged for all staff, students, parents and visitors at the earliest opportunity and when reasonable to do so * Represent the academy at other debriefs which may take place |  |  |
| Initiate a review of the Business Continuity Procedure | * Review should be held in conjunction with the different incident response teams to discuss effectiveness and any changes required |  |  |
| Consider contacting nearby academies | * Inform them of any important issues relating to the incident |  |  |
| Resources | | | |
| Procure temporary classrooms if required | * Ascertain a new secure location by liaising with: CEO / director of estates and capital * Plan a secure move and start date for the new location * Advise families, support workers and staff of the new location |  |  |
| Arrange a site visit with relevant personnel involved in the recovery phase, e.g. the LA and emergency services |  |  |  |
| Welfare | | | |
| Introduce a strategy to monitor and support students and staff particularly affected by the incident | * Ensure all staff are aware of this strategy * Offer students and staff the opportunity for psychological support and counselling * Ensure students and staff know how to access the above services – detail where * Arrange any support required |  |  |
| Consider which students need to be briefed, how and who by | * Provide opportunities for students to discuss their experiences |  |  |
| Log keeping | | | |
| Collate all incident logs and make copies if necessary |  |  |  |
| Ensure records are archived securely | * Ensure these are available to necessary staff members for future reference |  |  |
| Communications | | | |
| Provide ongoing updates to all students and parents | * Organise an event for parents to discuss any issues or concerns |  |  |
| Assist the ops / Business manager with providing remote learning, if necessary |  |  |  |
| Check that information in the public domain is accurate and up-to-date |  |  |  |
| Media Management | | | |
| Keep the media informed of developments in the recovery process | * Ensure a positive image is maintained * Be aware of the media’s interest in memorials or anniversaries of the event |  |  |

17.0 Activity log

| Completed by: |  | Sheet number: |  |
| --- | --- | --- | --- |
| Incident: |  | | |

| Time | Log details | Further action required | Signed by |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

18.0 Financial expenditure log

| Completed by: |  | Sheet number: |  |
| --- | --- | --- | --- |
| Incident: |  | | |

| Time | Details | Cost (£) | Transaction method | Authorised by |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

\*Please ensure that the most recent version of this Policy and Procedure is kept in your emergency grab bags

19.0 Incident evaluation

|  |  |
| --- | --- |
| **Name of person completing this form** |  |
| **Role / job title** |  |
| **Date** |  |
| **Description of incident** |  |
| **Action taken by the academy** |  |
| **Action taken by our trust** |  |
| **What worked well?** |  |
| **What didn’t work well?** |  |
| **Comment on effectiveness of the guidance policy and procedure document** |  |
| **Recommendations for improvements** |  |