



**THE COMPLETE  
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

# Business Continuity Plan

Approved by the TCES Operational Board  
on behalf of Thomas Keaney, CEO and Schools' Proprietor

**Date of next formal review, September 2026**

This policy applies to all The Complete Education Solution  
(TCES) schools and services

## Contents

Business Continuity Plan (incorporating Emergency Management Plan) .....	4
Current arrangements .....	4
Possible causes of a crisis/emergency .....	5
Business Continuity Plan of Action.....	6
Support.....	10
Emergency Management Plan.....	10
Aims of the Plan.....	10
Scope of the Plan – In School .....	10
Personal Injury to Staff or others on Site.....	10
Assault/Daytime Intruders on or around the School Site.....	11
Assaults.....	11
Intruders.....	11
Suspected Abduction.....	12
Serious Property Damage to School (e.g. Fire, Theft, Vandalism).....	12
Theft.....	12
Fire/Flood Damage.....	12
Gas Leaks.....	12
Asbestos Contamination .....	13
Outside School.....	13
Incidents on external Visits and Journeys .....	13
Possible terrorist activity and major civil emergencies.....	14
Telephoned warning of bomb .....	14
Finding a suspect device on or close to the school site .....	15
Chemical, Biological or Radiological Incident.....	15
Major Civil Emergency .....	15
Bereavement .....	16
Other Critical Incidents.....	17
Other emergency situations.....	17
Where long term closure of the school is a possibility the following action should be taken .....	17
▪ Enforced closure should be for as short as time practicable.....	17
▪ Pupils to be provided with immediate 1:1 community provision.....	17
▪ Emergency premises to be sought ASAP.....	17
▪ Pupils to be re-located with as little disruption as possible and normal timetables resumed.....	17
Emergency Action List .....	18
ACTION BY - Head Teacher .....	18
Stage 1 - Initial Actions .....	18
If during term time: .....	18
If outside term time (or outside school hours): .....	18
Stage 2 – Once established .....	18
Parents/carers .....	19
Staff.....	19

Central Services Support Team.....	20
Stage 3 – Period following the close of the incident.....	20
Stage 4 – Longer term issues.....	20
EMERGENCY ACTION LIST .....	21
ACTION BY: EMERGENCY MANAGEMENT TEAM .....	21
Stage 1 – Initial Actions.....	21
Stage 2 – Once Established .....	21
Stage 3 – Period Following Close of the Incident.....	21
EMERGENCY MANAGEMENT TEAM .....	21
EMERGENCY ACTION LIST .....	22
ACTION BY: School Administrator .....	22
Stage 1 – Initial Actions.....	22
Stage 2 – Once established .....	22
Stage 3 – Period Following Close of the Incident.....	22
Role of the Police.....	22
Role of the Fire Service.....	23
Role of Ambulance Service: .....	23
Role of the Central Services:.....	23

# Business Continuity Plan – incorporating Emergency Management Plan

## Introduction

It is essential to plan thoroughly to protect the business from the impact of potential crises - from fire, flood, pandemic or theft to IT system failure, restricted access to premises or absence of key staff. Failure to plan could be disastrous; at best pupils may need to be placed elsewhere, at worst the school may never recover and may ultimately close.

A carefully thought-out business continuity plan makes coping in a crisis easier and enables the minimisation of disruption to the school and pupils. It can also prove to clients, insurers, and investors that the school and company is robust enough to cope with anything that might threaten it operationally.

This plan explains how the business is able to maintain and reinstate its key business critical operations during and after a crisis situation. This plan also incorporates our Emergency Management Plan which provides instructions and guidance for dealing with a variety of emergency situations.

As part of the planning and management process the following should be undertaken:

- Identification of potential crises
- How to minimise the risks of these disasters occurring
- Plan reactions if a disaster occurs
- Testing the plan regularly

## Current arrangements

**Buildings** – Planned and reactive maintenance is undertaken by approved contractors to provide a safe environment for pupils and staff. A key holding company provides out of hours access to the sites and holds contact details for TCES key holders and Central Services.

**ICT** – Staff use Microsoft 365 Outlook for emails and calendar management via the Cloud which can be accessed remotely. Anti-virus software is installed on all PCs and laptops

Staff and pupils at all sites use a mixture of laptops and desktop PCs. Interactive whiteboards are used in the majority of the classrooms.

The ICT policy includes guidance on electronic data security.

**Pupil and staff data** – Staff files are held at Central Services both in paper format and electronically on a secure web-based database. Pupil information is held at the school in

pupil files which are kept in a locked cabinet in a locked office. Data is also kept on our secure cloud-based information management system, Scholarpack. Examination papers are stored in a locked industrial safe in a secure location in line with the Joint Council for Qualifications (JCQ) instructions.

**Staff cover** – Policies and procedures are in place with regards to staff that are unable to attend work and replacement supply staff are sourced through specialist education recruitment agencies.

## **Possible causes of a crisis/emergency**

**Flood** – Low probability, high impact. ICT hardware, furniture, documentation could suffer physical damage.

**Fire** – Medium probability, high impact. TCES Group employ a rigorous preventative planned maintenance programme to reduce the likelihood of a fire. Data is stored electronically as well as in hard copy. Fire Risk Assessments are carried out yearly and action plans provided to mitigate any risks.

**Bomb Threat** – Low probability, medium - high impact. There are existing procedures in place for dealing with a bomb threat. The main disruption will be from the need of an evacuation and subsequent search for the device by the Police. Higher disruption will take place should any device detonate, which could range from contents and possible building damage to mild injuries, severe injuries and even death of staff and/or pupils.

**Terrorist Incident** – Low probability, high impact. Although the risk of one of our school's being targeted by terrorists is extremely low, it is a fact that schools have been targeted before and are considered a target by terrorists. Some of our schools are situated in areas of London which could be considered as higher than average risk. Our schools are not well publicised and not particularly large but are relatively secure due to the nature of our pupils. It is impossible to plan for a terrorist attack other than making sure that the sites are as secure as possible, that people are not allowed to walk into the site freely and anyone acting suspiciously is challenged. Good housekeeping is essential and any bags or packages that cannot be accounted for, including suspicious letters or parcels should be considered as suspect packages and advice sought from the Police.

**Pandemic** – Low probability, high impact. TCES will follow advice from World Health Organisation, Central Government and Public Health England on what restrictions are in place following the announcement of a pandemic (widespread outbreak of an infectious disease). Historical advice has been to isolate a potentially affected individual and call 111 for medical guidance. TCES Group schools will aim to only close on direct advice from Government guidelines/Public Health England.

**Theft** – Low probability, high impact. Building is secured out of hours and an intruder alarm is in place. Valuables including petty cash are locked away.

**Malicious/accidental damage** – High probability, medium impact. Our pupils are likely to cause damage to equipment occasionally and a policy for dealing with malicious damage is implemented to ensure consistency in how such incidents are handled, e.g., where parents/carers are billed for damage etc. Replacement furniture can usually be in place within 2 days and IT equipment can usually be set up within 10 working days.

**Power loss** – Medium probability, low to medium impact. Long term power loss may require off site support. Power loss may result in pupils needing to be educated off-site until power can be restored

**Gas Leak** – Low probability, medium- high impact. Minimal disruption is likely and will be due to evacuation. A high impact would occur if any leaking gas caused an explosion.

**No Water** – Low probability, medium impact. As drinking water is supplied by coolers rather than mains, disruption will be caused by a lack of appropriate washroom facilities. Whilst this should be fixed quickly, it would mean pupils and staff being unable to remain at the school.

**Phone system / internet provision failure** – Medium probability, low impact. Staff have mobile phones, with senior staff having smart phones for email access and internet usage is non-essential.

**Staff absence** – High probability, low impact or low probability, high Impact. Whilst staff absence as a whole should not be classed as a disaster as it is usual to have only no or minimal staff absences, there may be a time due to a strain of particularly contagious illness for an example where a high percentage of staff are out, a plan for which must be considered and may involve virtual learning, teaching in bubbles.

**ICT - Virus** – Medium probability, variable impact. Anti-virus software is used across the school sites to minimise the likelihood of major damage being caused.

**ICT - Accidental deletions** – High probability, low impact as data on the cloud and retrievable, also on management information systems.

## **Business Continuity Plan of Action**

**Flood** – Any equipment at risk of further flood damage should be moved to a safer location as soon as possible. Severely damaged equipment should be stored securely for assessment/ insurance purposes and to ensure that any data is wiped from the hard drive before disposal. Damaged/destroyed equipment should be reported to Central Services immediately.

Where the site cannot be used, Central Services will liaise with the Head Teacher to ensure that remote arrangements for emails can be maintained for staff. Other TCES sites can provide emergency hardware and office space which can be arranged by



Central Services. The Head Teacher will liaise with Central Services to agree arrangements for closing the school/moving pupils and/or staff elsewhere temporarily.

**Fire** – Damaged equipment should be stored securely for assessment/insurance purposes and to ensure that any data is wiped from the hard drive before disposal. Damaged/destroyed equipment should be reported to Central Services immediately.

Where the site cannot be used, Central Services will liaise with the Head Teacher to ensure that remote arrangements for emails can be maintained for staff. Other TCES sites can provide emergency hardware and office space which can be arranged by Central Services. The Head Teacher will liaise with Central Services to agree arrangements for closing the school/moving pupils and/or staff elsewhere temporarily. Where the site cannot be used for a prolonged period, Central Services will liaise with the local authority regarding a temporary move of pupils and consult with staff.

Should any injuries occur to staff and or pupils, consideration should be given for the emotional well-being of all parties as well as the physical well-being of those injured. This would include any need for counseling as well consideration over moving pupils, and whether both pupils and staff would need some time after the incident to recover.

**Bomb threat** – Staff should follow the bomb threat section in the emergency management plan and after evacuating to a safe space and contacting the Police, contact Central Services. Central Services will contact relevant parties such as the Local Authorities and keep them informed during the search. When the site is given the all-clear, staff should take advice from the Police regarding returning to normal.

Should a device detonate, the site will become a Crime Scene and no unauthorized person will be able to access the site and no work or actions will be possible until the Police have completed their investigations. Once the scene has been handed back to TCES damaged equipment should be stored securely for assessment/insurance purposes and to ensure that any data is wiped from the hard drive before disposal.

Other TCES sites can provide emergency hardware and office space which can be arranged by Central Services. The Head Teacher will liaise with Central Services to agree arrangements for closing the school/moving pupils and/or staff elsewhere temporarily. Where the site cannot be used for a prolonged period, Central Services will liaise with the local authority regarding a temporary move of pupils and consult with staff.

Should any injuries occur to staff and or pupils, consideration should be given for the emotional well-being of all parties as well as the physical well-being of those injured. This would include any need for counseling as well as consideration over moving pupils, and whether both pupils and staff would need some time after the incident to recover.

**Theft** – Any theft should be reported to the Head Teacher and Central Services immediately. The Head Teacher will decide when to report a theft to the Police and Central Services will decide when a theft should be reported to the company's insurers.

A notifiable incident report should be completed for any theft involving the Police. A record should be kept of any crime number provided for any incident reported to the Police. Central Services will order replacement equipment with a view to having this in place within 2 working days or 10 working days for ICT equipment.

**Malicious/accidental damage** – Any damaged equipment should be removed, and the item/area made safe as soon as possible. If possible, any data should be saved to one of the portable hard drives. An incident report should be completed for any damage to equipment or facilities and the damage should be reported to the Head Teacher and Central Services as soon as possible. Central Services will order replacement equipment with a view to have this in place within 2 working days or 10 working days for ICT equipment.

The company's policy on recovering costs for damaged equipment should be followed as guided by the Head Teacher.

**Power loss** - In the event of a power failure Central Services should be contacted by mobile telephone immediately. The Head Teacher, in conjunction with Central Services will determine the most appropriate course of action in relation to vacating the premises, staff working from home etc. If the telephone system is down, the Head Teacher should arrange with the line provider for all incoming calls to be diverted to a nominated mobile number until power has been restored. Mobile telephones should be used to inform key contacts that there has been a power failure. A hard copy of key contacts should be kept by the SLT for use in such circumstances.

Where the site cannot be used, Central Services will liaise with the Head Teacher to ensure that remote arrangements for emails can be maintained for staff. Other TCES sites can provide emergency hardware and office space which can be arranged by Central Services. The Head Teacher will liaise with Central Services to agree arrangements for closing the school/moving pupils and/or staff elsewhere temporarily.

**Gas Leak** – After evacuating to a safe space as per the emergency management plan, staff should contact the Gas provider and then speak to Central Services. Central Services will contact relevant parties such as the Local Authorities and keep them informed during repair. When the site is given the all-clear, staff should take the advice from the Gas Company regarding returning to normal.

Should an explosion occur, damaged equipment should be stored securely for assessment/insurance purposes and to ensure that any data is wiped from the hard drive before disposal. If possible, and only if safe to do so, any data should be saved to one of the portable hard drives. Damaged/destroyed equipment should be reported to Central Services immediately.

Where the site cannot be used, Central Services will liaise with the Head Teacher to ensure that remote arrangements for emails can be maintained for staff. Other TCES sites can provide emergency hardware and office space which can be arranged by



Central Services. The Head Teacher will liaise with Central Services to agree arrangements for closing the school/moving pupils and/or staff elsewhere temporarily. Where the site cannot be used for a prolonged period, Central Services will liaise with the local authority regarding a temporary move of pupils and consult with staff.

Should any injuries occur to staff and or pupils, consideration should be given for the emotional well-being of all parties as well as the physical well-being of those injured. This would include any need for counseling as well consideration over moving pupils, and whether both pupils and staff would need some time after the incident to recover.

**No Water** – Staff should contact Central Services and the water company to find out what the problem is and when it is likely to be resolved. The Head Teacher and the Board should then use this information to decide whether the school building needs to be closed. If the school building needs to be closed until the water is back and running, alternative arrangements for pupils should be made, either through school trips or off-site provision such as PE.

**Phone / internet failure** Staff should use mobile phones and contact Central Services who will liaise with providers to fix any issues and re-connect the service

**Staff absence** – Whilst staff absence as a whole should not be classed as a disaster as it is usual to have only either no or minimal staff absences, there may be a time due to a strain of particularly contagious illness for an example where a high percentage of staff are out. During periods where a small number of staff may be absent replacement temporary supply staff from specialist education recruitment agencies are used. These staff must have had experience with pupils with SEND and be fully vetted by the agency and a completed vetting form have been completed and sent to the HR department at Central Services. If there is a shortage within the Senior Leadership team, a member of the Board may step in to fill any gaps. In times of extreme shortages, the Head Teacher must liaise with the Schools' Proprietor as a decision may be taken to close the school, especially if the absence is caused by illness due to the likelihood of pupils also being infected and to reduce the likelihood of further spread or re-infection. This decision will not be taken lightly and Parents, Carers and Local Authorities, should always be kept informed.

**IT Virus** – Once detected, any PC with a virus should be reported to Wanstor (for schools and for Central Services), via Central Services; the PC should be shut down and not used again until given clearance by Wanstor. Most viruses can be cleaned from equipment with no risk of further damage. After any virus has been detected additional virus scans will be conducted by Wanstor of all PCs on site.

**Accidental deletions** – Contact Wanstor as all data stored in the Cloud will be accessible by the IT professionals at Wanstor.

## Support

Support for all facility issues is available from Central Services telephone 0208 543 7878. Support for Staff absence etc., is available from the HR department at Central Services, telephone 0208 545 4967.

IT support is provided by Wanstor. They can be contacted on 0333 123 0360 or support@wanstor.com

This plan should be reviewed annually or whenever processes, key equipment or buildings are changed purchased.

## Emergency Management Plan

A copy of this plan will be kept in The Administration Office and will be available on the school's drive.

### DEFINITION OF AN EMERGENCY

*'An event – or events – usually sudden, which involve experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures, and which is likely to have emotional and organisational consequences.'*

### AIMS OF THE PLAN

1. Create an awareness of the need for planned arrangements to be made.
2. Provide re-assurance of the practical help that is available at short notice.
3. Recommend the need for each school to develop complementary emergency arrangements, in line with the enclosed plan.
4. Pass on advice based upon previous experiences.
5. Give guidance on other sources of information and help.

### SCOPE OF THE PLAN – In School

#### Personal Injury to Staff or others on Site

- Establish whether it is safe to approach the casualty and that there is no risk to others (e.g., electric shock).
- Assess the injury – preferably by a qualified first aider.
- Report the incident to a senior member of staff/SBM and call for an ambulance if necessary.
- Continue observation of the casualty and administer first aid as required.
- Arrange for the ambulance to be met at entrance and directed to the casualty.
- If necessary, appoint an adult to accompany the casualty to hospital (with a copy of contact information held by school).

- If necessary, contact parents/relatives as per contact information and advise hospital of details.
- If the injury is serious, report the incident to Central Services. Any enquiries including media interest should be directed to Central Services, Marketing department. No comment should be made at the scene of the incident until all the facts are clearly established and a press statement has been prepared by Central Services, Marketing department.
- Report the incident on the appropriate Accident/Incident Report Form, and complete a RIDDOR form online if necessary, following advice from Central Services. Central Services will co-ordinate an investigation of the circumstances of the incident and undertake such actions as are determined by a revised risk analysis to prevent a recurrence of the incident.

## **Assault/Daytime Intruders on or around the School Site**

### **Assaults**

- Reassure the assaulted person.
- Assess any injury – preferably by a qualified first aider.
- Gather details of any witnesses.
- Report the incident to a senior member of staff and call for an ambulance and Police if necessary.
- Report the incident to Central Services.
- Continue observation of the casualty and administer first aid as required.
- Arrange for the ambulance to be met at entrance and directed to the casualty.
- If necessary, appoint an adult to accompany the casualty to hospital (with a copy of contact information held by school).
- If necessary, contact parents/carers as per contact information and advise hospital of details.
- Any media interest should be directed to Central Services, Marketing department.
- No comment should be made at the scene of the incident.
- Report the incident on the appropriate Accident/Incident Report Form.
- Investigate the circumstances of the incident and undertake such actions as are determined by a revised risk analysis to prevent a recurrence of the incident.
- If necessary, arrange support for the assaulted person.
- Complete a notifiable incident form and send to Central Services PA to Proprietor/Director of Integrated Services/Company Safeguarding Lead.

### **Intruders**

- All schools should have visitor monitoring arrangements, such as signing in/ signing out arrangements. The risk assessment process should be used to assess and manage the access arrangements to the education institution.
- For any unidentified visitor, politely ask their reasons for being on the grounds. If satisfied that they are on legitimate business, ensure that they are signed in and accompany them to their destination.
- If the person is unable to offer an acceptable reason for being at the location,

politely but firmly ask them to leave and escort them from the premises.

- If they refuse to leave, do not attempt force, or put staff or pupils at risk. Inform a member of SLT or school office who will call the police.
- Take a note of the description of the intruder and details of the conversation, including their refusal to leave. The police may require this information.
- Inform staff to ensure that all pupils are kept inside under close supervision until further notice.
- Report the incident to Central Services.

### **Suspected Abduction**

- Initiate a local school premises search.
- Inform the Head Teacher or a member of the Senior Leadership Team immediately who will dial 999 for the police.
- A nominated member of SLT will liaise with the police. This would include informing parents/carers and providing details of the child and where he or she was last seen.
- Contact all known friends of the missing child.
- Inform Central Services. Any media interest should be directed to Central Services.

### **Serious Property Damage to School (e.g., Fire, Theft, Vandalism) Theft**

- Establish what has been stolen or damaged.
- Inform a member of the SLT.
- Call the Police – ensure that the crime number is recorded.
- Ensure the safety of children and staff and the security of the affected area.
- Avoid disturbing evidence until authorised by Police.
- Inform Central Services, depending on extent of incident.

### **Fire/Flood Damage**

- Ensure safety of pupils and staff – follow the local evacuation procedures, including existing arrangements to dial 999 for the Fire Service.
- SLT member/Incident Manager to liaise with Emergency Services.
- Assess risks to health and safety for pupils and staff.
- Ensure safety and security of premises.
- Advise Central Services.
- Evaluate damage and determine necessary action as advised by Central Services e.g., close school, implement appropriate arrangements regarding use of alternative available accommodation.
- Any media interest should be directed to Central Services, Marketing department.

### **Gas Leaks**

- Turn off the gas supply at the mains control valve if possible.
- Decide whether to evacuate the building but **don't** use fire alarm, keep at least 200 metres clear of the building. This assembly point should be included in the

evacuation procedure.

- **Do not** smoke or strike matches in the area.
- **Do not** turn electrical switches on or off.
- Put out naked flames if safe to do so.
- Open doors and windows.
- Call Transco gas emergency services on **0800 111999**.
- Advise Central Services.

## Asbestos Contamination

### On being made aware of asbestos contamination:

- Evacuate the area immediately.
- Seal off the area and do not allow access to the area by unauthorised people.
- Inform Central Services of the situation and they will inform the Health and Safety Executive and provide advice.
- It may be necessary to make alternative arrangements to carry on normal activities until the asbestos contamination is removed as this may take several weeks.
- Ensure that appropriate communication with parents/carers and staff is undertaken.

## Outside School

### Incidents on external Visits and Journeys

Incidents on school trips can range from minor injuries and missing children to serious coach crashes or major incidents. All schools are expected to follow the guidance contained in the DFE/HSE guide, *School Trips and Outdoor Learning Activities* ([www.hse.gov.uk/services/education/school-trips.pdf](http://www.hse.gov.uk/services/education/school-trips.pdf).) and *Health and Safety of Pupils on Educational Visits: a Good Practice Guide 1988 (reprinted in 2001)* in order to ensure that risks are minimised. Under the guidance, each school should nominate a trained member of staff to act as Educational Visits Co-ordinator who is to ensure that visits are properly organised and planned. All visits should be the subject of prior consultation with the Headteacher / Education Health and Safety Manager who fulfils the role of the Outdoor Education Adviser.

### Risk assessment for educational visits can be considered on three levels:

- Generic risk assessments, which are likely to apply to the activity wherever and whenever it takes place; these need to be altered to reflect anything that is different from the assessment. i.e., change of route or age group.
- Visit/site specific risk assessments, which will differ from place to place and group to group.
- Ongoing risk assessments that consider changes in the original risk assessment, such as illness to staff or pupils, changes of weather and availability of preferred activity.

The quality of the risk assessment, the availability of contact information, the comprehensive nature of contingency plans, the allocation and understanding of roles are central to the planning of school visits and are even more important for journeys



outside the UK. Should an incident occur the responsibility for actions between the person(s) on site and the designated staff at the school will vary according to the incident:

- Establish the nature and extent of the incident.
- If an injury, assess injury, preferably by a qualified first aider.
- Call the emergency services as appropriate – 999 in UK -this could include ambulance, police, fire service, coast guard, mountain rescue. Emergency numbers outside the UK should be part of the pre-planning.
- Ensure that all other members of the group are accounted for, safe from danger and are well looked after.
- Appoint an adult to accompany the casualty to hospital (taking emergency contact information to hospital).
- Nominate an adult to remain at the incident site to liaise with and assist the emergency services.

Contact the Head Teacher/Senior Leadership Team to advise:

- Details of incident (inc. date, time, location).
- Details of injuries (who was injured and extent of injuries).
- Hospital details.
- Current situation – other members of party.
- Emergency contact numbers of all involved.
- Head Teacher should be responsible for:
  - Arranging the contact with parents or relatives.
  - Appraising the seriousness of the incident.
  - If clearly serious, immediately contacting Central Services.
  - Provide support for staff at the incident scene.
  - Depending on circumstances, arrange for the remainder of the group to return to base/school.
  - Contact the centre where group are staying and advise of situation.
  - Report the incident on the appropriate Accident/Incident Report Form.
  - Advise the school journey insurers – act on any recommendations as appropriate – there may be emergency assistance.
- Any media interest should be directed to Central Services, Marketing department. No comment to be made at the scene of the incident.
- Obtain a Police report for future investigations where one is completed.
- Provide details of support/counselling requirements.

## **Possible terrorist activity and major civil emergencies**

### **Telephoned warning of bomb**

The person receiving the call should stay calm; try to keep the person talking to gain as much information as possible. Note any accent, background noise or speech peculiarities to help any investigation. They should be able to gather the following:

1. Location and type of device.
2. What it looks like.
3. Is it timed?



4. Any message or code word.
  - They should then inform the Head teacher or senior member of staff.
  - The Head Teacher or member of SLT should then decide on what action to take. This will depend on the clarity of the message and the imminence of the threat. A search could be made of the area in question for a suspicious package, but this should not be touched.
  - Unless there is strong evidence that the call is a hoax e.g., from a pupil, the threat should be taken seriously by evacuating the building to a safe distance. The evacuation should not be started by sounding the fire alarm as this could set off the device; this will also allow the evacuation route to be detailed to staff and must be clear of the suspect device. Leave all doors and windows open, to enable safer searching of the building.
  - Inform the police immediately of the incident and then Central Services.
  - Follow the directions of the police who will take control of the situation.
  - Any media interest should be directed to Central Services, Marketing department. No comment should be made at the time of the incident.

### **Finding a suspect device on or close to the school site**

- Anyone finding a suspect package should raise the alarm with the Head Teacher or member of SLT.
- The Head Teacher or member of SLT should inform the police and act on their advice.
- Should the building need to be evacuated, do not sound the fire alarm but evacuate to a safe distance via routes keeping clear of the suspect device.
- Inform Central Services of the Incident.
- Follow the directions of the police who will take control of the situation.
- Any media interest should be directed to Central Services.

### **Chemical, Biological or Radiological Incident**

It may be possible that an unknown substance is mailed into a school, which could be either a chemical, biological or radiological in origin. They are usually in powder form. Anyone receiving unknown substances should remove themselves from the danger.

- Inform the head teacher or senior member of staff, who should:
  1. Alert the police and fire service.
  2. Evacuate the area of the building and ensure that no one enters the area.
  3. Act on advice from either the police or the fire service.
- Inform Central Services of the incident.
- Any media interest should be directed to Central Services.

### **Major Civil Emergency**

This could be a major terrorist or other emergency incident involving a wider geographical area than the school or other education institution and its immediate environs. In such circumstances, the local authority may activate a local emergency plan and the police or other emergency services would control the response.

Depending upon the severity of the situation, transport and communications could be disrupted and normal means of communication e.g., telephone (both land lines and mobile) may no longer work. Power and utility services could be interrupted. The key responsibility of schools and other institutions in such circumstances is securing as far as possible the safety and well being of pupils, staff, contractors, and visitors.

Planning for such scenarios is clearly difficult. But the following points need to be considered in the planning process:

- Follow the instructions of the police, the Local Authority and other emergency services always.
- Ensure that out-of-hours emergency contacts are up to date and are known by all key staff.
- Ensure that contact points are available for parents/carers of pupils and for next of kin of staff.
- Be prepared for the school to be requisitioned for use as an emergency rest centre. (This would usually be staffed by Social Services, but contact will be needed with someone who can open-up and activate heating, access to kitchen etc.
- Follow the media by radio or television to keep up to date with national or local developments.
- Provision of ongoing support for affected staff/pupils.
- Keep battery operated/wind up radios and torches at all sites for emergency use only.

## **Bereavement**

Pupils and staff should be told as soon as possible of a person's death. This is to prevent them learning from some other, possibly inappropriate source. Whenever possible, they should hear the news from someone close to them, in familiar surroundings. It is important to tell the truth as far as it is known. Children will not take everything in at this stage, they will go over the facts later, asking more questions and gradually assimilating the information. Do not worry about having to keep on giving the same answers. Although it is unlikely that any immediate emergency actions are required, the following provides guidance on the types of action that may be required:

### **Organisational actions:**

- Senior Leadership Team decides on level of response.
- Inform Central Services and act on their advice.
- Consider possible support and counselling needs.

### **If breaking news of a bereavement:**

- Try to maintain feelings of security, of being cared for and loved.
- Maintain all the necessary practical care.
- Be honest at the child's level of understanding.
- Continue to talk and communicate.
- Do not pretend to believe what you don't believe.

- Try to understand the child's feelings and reassure where possible.
- Don't be afraid to say, "I don't know".
- Don't be afraid to share your own feelings.
- Remember that there are others who can help.
- Don't be afraid to admit to colleagues and family that you can't cope at any particular time.

### **Other Critical Incidents**

There are other incidents, not included in the categories above, which will impact on pupils. These incidents can include:

- Witnessing serious incidents, particularly where this affects more than one child or family.
- Serious pupil upon pupil violence.
- Organised or network abuse or paedophile activity affecting more than one child or family.

### **When staff become aware of this type of incident, they should inform the Head Teacher who should:**

- Decide on the level and extent of the action that is needed to address the incident.
- Inform Central Services.
- Liaise with Central Services on immediate action in terms of contacting the police or making a child protection referral under safeguarding procedures.
- Identify any immediate and ongoing support /counselling that may be needed.

### **Other emergency situations**

Where there is an emergency in one of the areas listed below or in area not covered specifically in this plan, the nature and extent of the situation should be established and then a decision made as to the appropriate action to be taken by the Head Teacher in conjunction with Central Services, e.g., temporary school closure.

- Utilities failure.
- Severe weather conditions.
- Health threat.
- Severe staff shortage.

### **Where long term closure of the school is a possibility, the following action should be taken:**

- Enforced closure should be for as short as time practicable.
- Pupils to be provided with immediate 1:1 community provision/virtual learning.
- Emergency premises to be sought ASAP.
- Pupils to be re-located with as little disruption as possible and normal timetables resumed.

## EMERGENCY ACTION LIST

### ACTION BY - Head Teacher

#### Stage 1 - Initial Actions

- Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events.
- Make every attempt to clarify exactly what has happened.
- Then consider whether Incident requires involvement of 'Local Authority Support Team' NB it is requested that initial contact be always made with the Local Authority in emergencies in case they have wider significance.
- If so, contact one of the single point contact numbers.
- Establish whom they will contact. Check this includes the Education Committee Chair.

#### If during term time

- Unless there is overwhelming pressure, avoid closing the school & endeavour to maintain normal routines & timetables.

#### If outside term time (or outside school hours):

- Arrange for the Head Teacher/Deputy Head Teacher (and/or the key holding company) to open certain parts of the school as appropriate and to be available (and responsive) to requests.
- Arrange immediate School Administration support.
- Think about what you are wearing when you go into school in case you are unavoidably drawn into a TV interview (if relevant).
- If the Incident does attract Media attention, you are likely to be inundated with requests for interviews and statements. Try to postpone Media comment until advised by Central Services. NB: It is especially important that if names of those who may have been involved in the incident are known, DO NOT release – or confirm – them to anyone. Central Services will advise.
- If deputising for the Head Teacher, try, if possible, to contact and brief him/her.
- Inform Central Services and warn them that they may be contacted by the Media.
- Call in the designated staff members to form the 'School Emergency Management Team' and nominate one as the On-Site Coordinator to oversee that Team on your behalf.
- Be prepared to receive many telephone calls.
- Recognise the relevance of multi-cultural and multi-faith factors in the situation.

#### Stage 2 – Once established

##### **Brief Staff Member acting as On-Site Co-ordinator to oversee the following:**

- Linking in with Central Services contact(s).
- Agree appropriate identification of staff by using badges if necessary/appropriate.

- Expect to see identification of external individuals visiting.
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls, by ensuring.
- Sufficient help is available to answer the many calls that could be received (Central Services can advise and provide call diverting to a Central Services number if necessary).
- Staff maintain records of all calls received.
- Brief, but up-to-date prepared statements are available to staff answering phones.
- Media calls are directed to Central Services.
- Care is taken when answering telephone calls.
- An independent telephone is made available for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted.
- To arrange for all staff – not just teaching staff – to be called in/contacted and, if necessary, briefed at an early stage. (Subsequent briefings say 2 x per day for 10 minutes, should be arranged).
- To be aware of how colleagues are coping.
- To arrange for all pupils to be told, in simple terms, at an early stage (ideally in small groups and initially by class teachers, wherever possible).
- To brief Team to discourage staff and pupils from speaking to the Media or other agencies.
- To arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

## Parents/carers

- If pupils are involved, the contacting of parents will be an important early task (remember if it is a major Incident, the parents may well have already heard). It may be appropriate to ask the parents to come to the school for a briefing and support. This will need to be done with the utmost care and Central Services will advise.
- Maintain regular contact with parents.
- If the incident has occurred away from school seek Police advice whether parents should travel to the scene, or whether children should be taken home.

## Staff

- Remember to have regular breaks and advise others to do so.
- Maintain regular contact with staff (Teachers and office staff). Make a point of seeing that all staff involved know each other's roles & responsibilities.
- Always try to think of something positive to say to staff & respond positively to ideas and suggestions.
- Be available to see staff when required.
- Remember some members of staff may be so affected, that they will not be able to help in supporting children.
- Recognise also that if the burden of dealing with the situation falls

disproportionately on a small number of staff, they too could need professional support.

- If Incident is away from school, try to dissuade shocked staff from driving parents to the scene.

### **Central Services Support Team**

- Maintain liaison with Central Services for the duration of the Incident.

### **Stage 3 – Period following the close of the incident**

- When appropriate, seek advice from Central Services and local clergy/other relevant individuals on special assemblies/funeral/memorial services.
- Prepare joint report with Central Services advice/input.
- Arrange for a member of staff to make contact with any pupils either at home or in hospital.
- Make sensitive arrangements for the return to school (as appropriate).

### **Stage 4 – Longer term issues**

The effects of some Incidents can continue for years. Thought will need to be given to:

- Working with staff to monitor pupils informally.
- Clarify procedures for referring pupils for individual help.
- Be aware that some staff may also need help in the longer term.
- Recognise and if appropriate, marking anniversaries.
- Remember to make any new staff aware of which pupils were affected and how they were affected.
- Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the school.
- Remember if the incident does attract media attention, it is likely that interest will continue for many weeks.



## **EMERGENCY ACTION LIST**

### **ACTION BY: EMERGENCY MANAGEMENT TEAM**

#### **Stage 1 – Initial Actions**

- Obtain full facts of Incident from Head Teacher.
- Open and continue to maintain a personal log of information received, actions taken and the time of those events.
- Assist, where appropriate, in assessing the emotional needs of the staff and pupils.
- Co-ordinate rapid action to sensitively inform staff and pupils to provide appropriate support.
- Assist class teachers who will undertake classroom briefings.
- Arrange special groups for very distressed pupils.

#### **Stage 2 – Once Established**

- Work with Head Teacher and on-site co-ordinator as directed.

#### **Stage 3 – Period Following Close of the Incident**

- As above.

### **EMERGENCY MANAGEMENT TEAM**

1. Head Teacher.
2. Deputy Head Teacher.
3. SENCO.
4. School Business Manager.

## **EMERGENCY ACTION LIST**

### **ACTION BY: School Administrator**

#### **Stage 1 – Initial Actions**

- Obtain full facts of Incident from Head Teacher.
- Open and continue to maintain a personal log of information received, actions taken and the time of those events.
- If coming in from home, remember to bring useful items, such as any keys needed.

#### **Stage 2 – Once established**

Under guidance from Head Teacher (or nominee)

- Work with LA Support Team the Head Teacher (or Nominee) and School on site Co-ordinator as directed.
- Remember the School Office is likely to be the first point of contact for visitors, so exercise caution in making comments.
- Concerning incoming telephone calls:
  - Take special care when answering telephone calls early on.
  - Maintain a record of calls received.
  - Only give out information from prepared statements that will be made available
  - Remember that some calls could be bogus.

#### **Stage 3 – Period Following Close of the Incident**

- As above.

#### **Role of the Police**

- The saving of life together with the other emergency services.
- The co-ordination of the emergency services, local authorities and other organisations acting in support at the scene of the incident.
- To secure, protect and preserve the scene and to control sightseers and traffic using cordons.
- The investigation of the incident and obtaining and securing of evidence in conjunction with other investigative bodies where applicable.
- The collection and distribution of casualty information.
- The identification of the dead, on behalf of Her Majesty's (HM) Coroner.
- The prevention of crime.
- Short term measures to restore normality after all necessary actions have been taken.

## **Role of the Fire Service:**

- Lifesaving through search and rescue.
- Firefighting and fire prevention.
- Rendering humanitarian services.
- Management of hazardous materials and protecting the environment.
- Salvage and damage control.
- Safety management within the inner cordon.

## **Role of Ambulance Service:**

- To save life together with the other emergency services.
- To provide treatment, stabilisation, and care of those injured at the scene.
- To provide appropriate transport, medical staff, equipment, and resources.
- To establish effective triage points and systems and determine the priority evacuation needs of those injured.
- To provide a focal point at the incident for all National Health Service and other medical resources.
- To provide communication facilities for NHS resources at the scene, with direct radio links to hospitals, control facilities and any other agency as required.
- To nominate and alert the receiving hospitals from the official list of hospitals to receive those injured.
- To provide transport to the incident scene for the medical incident officer (MIO), mobile medical/surgical teams and their equipment.
- To arrange the most appropriate means of transporting those injured to the receiving and specialist hospitals.
- To maintain emergency cover throughout the LAS area and return to a state of normality at the earliest time.

## **Role of the Central Services**

- To assess, mobilise, manage and co-ordinate the resources required to respond to an emergency.
- To assess any emerging issues or threats that may affect TCES's response, operation, or its stakeholders.
- The provision of information, liaison, and advice to all public, political, and emergency scheme stakeholders during the course of the emergency.
- To assess, agree and implement a recovery strategy with all key stakeholders.