



**Argyle**  
Primary  
School

# Planning for emergencies and business continuity: advice for schools, centres and services

Includes emergency contact details for senior Camden Council and Camden Learning staff, as well as detailed emergency planning and business continuity guidance for schools and centres.



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## FOREWORD

All schools, centres and council services must be prepared to handle emergencies. Headteachers, managers and governors need to assure themselves that their schools, centres and services have thought about and planned their responses to serious incidents. An emergency plan is necessary to help you respond quickly in a crisis.

The advice in this revised booklet draws upon past incidents in Camden, as well as lessons learned from emergencies elsewhere, including those with tragic outcomes and issues such as bereavement and media interest. It also provides guidance to plan for and the action to take in the event of a terrorist incident. Schools, centres and services will need to plan their particular procedures in the light of their own special circumstances and these guidelines provide a framework.

In response to a number of requests, extensive guidance is given on business continuity planning in Appendix 2. This tells you how to create a BC plan and provides a template (in section B) that includes many suggestions that you can edit to suit your school.

This booklet covers:

- Identifying potential emergencies and preparing to handle them
- Main contacts, roles and responsibilities
- Emergency action and medical advice
- Advice on psychosocial support
- Working with the media
- IT continuity
- School / centres contact list
- Useful resources.
- Business continuity planning guidance and template (appendix 2, section B).

A great deal of the information and advice set out in this booklet is self-evident but it needs to be said and appropriate responses need to be planned.

It is the responsibility of each school/centre to:

- Review these guidelines in the context of their existing procedures
- Complete their plan as necessary.
- Ensure the completed plans are stored securely on and off site in both printed and electronic formats
- Maintain and operate the plan in response to emergencies that may effect the school
- Review and update the plan each year (all the plan, not just contact details)
- Ensure that school governors and persons within the school who have specific roles in the school emergency plan are provided with copies of the document, and that they are ready and capable of assuming those roles if an emergency situation develops
- Brief all staff on their role
- Develop a programme of assessing the plan's effectiveness and reviewing the emergency arrangements (e.g. learning from previous incidents or tests such as fire drills).

## 1. PREPARING TO HANDLE EMERGENCIES

Despite every effort to avoid critical incidents, headteachers, centre managers and service heads must consider what could go wrong, prepare plans to deal with the situation and rehearse them. It is almost impossible to predict the exact form or effect of an emergency. Establishments should therefore prepare broadly applicable emergency arrangements rather than a series of different plans which can, because of the inclusion of too much detail, inhibit creative planning and action at the time.

For each potential emergency situation the school/centres/service should consider:

- **the scope of the threat**
- **its possible effects**
- **the potential impacts**
- **the methods to be used.**

The plans need to be flexible and resilient so that unexpected and unusual events can be met.

The headteacher, centre manager or service head should take responsibility for drawing up a response plan and staff should be allocated key tasks. All staff should be aware of the emergency plan and know what they are expected to do. Governors need to be aware of the plan and to have confidence in it.

There are various ways for schools, centres and services to make plans for dealing with emergencies. There is clearly much to be gained from those who have worked on plans already and schools, centres and services are encouraged to share their plans with each other.

## 2. WHAT IS A SCHOOL EMERGENCY?

Emergencies in schools and centres are those which occur unexpectedly and have a major impact on the life of an establishment. They can include:

- the death of a pupil or a member of staff (see 5.1, 5.2)
- a serious accident in a school/centre or on an educational trip (see 5.3)
- a serious illness or a communicable disease, e.g. meningitis (see 5.3)
- a violent intrusion onto school/centre premises (including a terrorist incident) (see 5.4 and section 6)
- a serious and immediate physical threat to students and/or staff (see 5.4 and section 6)
- fire, flood or explosion (see 5.5, 5.7, 5.8 and also see appendix 2 for business continuity planning)
- a bomb threat (see 5.6)
- release of hazardous substances near or on the school/centre site (see 5.8)
- health hazard (see 5.8)
- hostage-taking or abduction (see 5.9)
- emergency school/centre closure (see 5.10 and section 6 and also see appendix 2 for business continuity planning)
- salvage (5.12).

**Many of the above have actually occurred in schools and centres. Each has a different impact on the establishment and community.**

Each may involve:

- a long-term impact on individuals
- psychological distress
- financial issues
- insurance concerns
- media interest
- an impact on the school's ability to continue teaching (business continuity).

Headteachers, service managers and governors will be able to add to this list.

## 3. MAIN CONTACTS IN CAMDEN COUNCIL AND CAMDEN LEARNING

The council has systems and procedures in place to ensure that informed guidance and advice are readily available. The support includes counselling, handling the media, dealing with property-related matters and having access outside office hours to senior officers.

**The main contacts in an emergency (updated September 2023) are:**

Executive Director, Children and Learning	Tim Aldridge	07971 746 595
School closure / general advice	Stephen Hall Chief Executive Officer, Camden Learning	020 7974 1122 07770 326 708
Head of School Organisation	Nicholas Smith	020 7974 1149 07779 147 929
Other senior officer contacts for Children and Learning, Camden Council	Rashida Baig Director of Children's Prevention, Family Help and Safeguarding  Vikram Hansrani Director of Education Commissioning and Inclusion  Sophie Kershaw Head of Children's Quality Assurance  Cynthia Walters, HR Strategic Lead (Supporting People)	020 7974 3466 07966 871 829  07903 349 208  020 7974 3369  020 7974 4919
Public Health	UKHSA North East and North Central London Health Protection Team (including out-of-hours)	020 3837 7084 (option 1) <a href="mailto:necl.team@ukhsa.gov.uk">necl.team@ukhsa.gov.uk</a>
Premises	Martin Olomofe Head of Property	020 7974 1426
Health and Safety	Darren Williams Health & Safety Manager Working days: Tuesday to Friday  Ben Coup Senior Health & Safety Advisor Working days: Tuesday to Friday  General enquiries:	020 7974 2117 07824 418 488  020 7974 1278 07500 032 434  020 7974 6655 (Ext. 6655) - select option 2 for H&S, then press 3 to speak to a Health and Safety Advisor
Emergency Planning	Duty Emergency Planning officer:  Michael Hrycak Resilience & Public Security Manager	020 7974 4444 (ask for duty emergency planning officer)  020 7974 4499

Press Office / Communications and Media Management	Press Office (office hours) Email: <a href="mailto:PressOffice@camden.gov.uk">PressOffice@camden.gov.uk</a>  Philip McCorkell, Communications Manager, Children and Learning	020 7974 5717 Out of hours: 020 7974 4444 (ask for duty press officer)  020 7974 6649
Critical Incident Response support to headteachers	Support to headteachers to plan and manage school approach to critical incidents to support staff and pupils, and arrange direct support in schools when needed.  Hilary Forbes Principal Educational Psychologist  Neelam Kumar and Shane Gallagher, Senior Educational Psychologists	020 7974 6500  020 7974 6547  020 7974 6863 020 7974 1523
Child Protection and LADO	Jacqueline Fearon General enquiries:	020 7974 4556 <a href="mailto:LADO@camden.gov.uk">LADO@camden.gov.uk</a>
School / pupil safeguarding and inclusion – Camden Learning	Chris Roberts, Senior Advisor Safeguarding and Inclusion Camden Learning	07766 070080
Pupil Attendance Service	Ed Magee Development Co-ordinator	020 7974 1653 07717 806 427
Schools IT Service Manager	Alex Marinos Schools Lead for ICT	07776 245 090
Children In Need Team	Michelle O'Regan Head of Service	020 7974 1905 07500 607 877
Integrated Early Years Service	Debbie Adams Head of Service	020 7974 6706 07876 258 399
Integrated Youth Support Service	Tim Cosh Head of Service	020 7974 1840

Schools and centres, in their response plans and business continuity plans should also have a contact telephone list for their own particular needs (see section 11).

## 4. ROLES AND RESPONSIBILITIES

The roles of the school and other organisations in an incident are as follows:

### **The role of the school**

- To look after and protect students and staff from harm
- To create, adopt, maintain and operate a school emergency plan
- To keep the plan up-to-date
- To ensure that the relevant people in the school are informed and are ready and capable of assuming their assigned roles in an emergency.
- To test the school emergency plan and business continuity plan
- To manage the initial response to the incident, including establishing an emergency response team (ERT) where required
- To notify the Council where support is required in an incident
- To work with the Council and the emergency services to manage the emergency
- To support students, staff and parents throughout
- Maintain communications with all stakeholders throughout the incident including school governors
- To bring about a swift return to normal life
- To provide follow up support and care for staff and students affected by the incident.

### **The role of the council's emergency response team**

The council's emergency response team works to support schools and other educational services in preparing for, dealing with and assisting with the aftereffects of an emergency situation. The team will be convened by a Director from the council's senior management.

Not all emergencies can be foreseen or predicted but thought needs to be given to all credible emergencies that can arise. The team encourages and supports schools in making plans for and preparing for emergencies. The council and Camden Learning also advise and provide some training for heads, relevant school staff and governors.

### **Camden Council and Camden Learning**

- Guidance for schools on emergency planning
- Link between the school and other council and health services
- Communication with all relevant areas of the council
- Assisting with communication and dissemination of information to staff, pupils, parents / guardians and media
- Approval of offsite and hazardous activities
- Support to schools during an incident, including on site
- Educational psychology and Child and Adolescent Mental Health (CAMHS, now called 'Open Minded') services to provide counselling and support.

### **Within the other departments of Camden Council**

- Health and Safety Team
- Council Emergency Management Team - liaison in the event of a serious incident affecting the surrounding area in which the school is located
- High level liaison with the emergency services and utilities

- Home to school transport assistance
- Communications team – advice on handling the media
- Insurance team (where the insurance is through Camden Council).

The roles of the emergency services in an incident are as follows:

#### **Metropolitan Police**

- Saving life
- Protection of property
- Co-ordination of response
- Investigation of incident
- Protection / preservation of scene
- Identification of victims • Casualty information
- Family liaison.

#### **London Fire Brigade**

- Saving life
- Protection of property
- Control and extinguish fire
- Safety of all response personnel
- Protection of environment
- Managing chemical incidents/spillages
- Mass decontamination
- Search and rescue, including in collapsed buildings.

#### **London Ambulance Service**

- Saving life
- Treatment and care of the injured
- Triage (dealing with casualties at the scene)
- Liaison with hospitals • Transportation of casualties
- NHS focal point.

## 5. EMERGENCY ACTION

### Immediate Action

Incidents may be brought to the school's attention by

- Staff/ pupils
- Emergency services
- Council
- Parents / guardians
- Media.

The staff member witnessing or first discovering the incident will be responsible for initiating the immediate response to the incident. This may entail:

- Summoning help / calling the emergency services (dial 999).
- Take charge at the scene until further support arrives.
- Securing the immediate welfare of pupils and staff e.g. through shelter, lockdown or evacuation.
- Alerting the headteacher, deputy or most senior member of staff present in their absence.
- Collating relevant information such as the location and time of the incident, numbers and details of those involved, summary of events, etc and at the earliest opportunity making a written record of these points.

In this section of the booklet we have set out possible emergency situations and ways of handling them. The advice is very general and in many cases very obvious - but it needs to be stated. Schools/centres/services need to explore each of the situations and apply local knowledge and experience in devising their plans.

### Incident logging

Everyone involved in responding to the emergency should start and maintain a written log of their actions as soon as possible. A suggested form for this purpose is included in **Appendix 1**. This should include any information and messages received, their source and the time and date. This is extremely important and will enable your school to provide detailed information should it be required at a later stage or if an inquiry or investigation takes place.

## ACTION CARDS

5.1a Death of student or staff member on site or in the school's care
<ul style="list-style-type: none"> <li>• Contact ambulance service via 999 immediately, requesting that the police also attend.</li> </ul>
<ul style="list-style-type: none"> <li>• Make safe the hazard (where applicable), so others are not harmed.</li> </ul>
<ul style="list-style-type: none"> <li>• Do not move a body until the ambulance arrives.</li> <li>• Evacuate all pupils and all but necessary staff from area.</li> </ul>
<ul style="list-style-type: none"> <li>• Contact Camden Council for assistance (see contacts on page 6).</li> <li>• In doing so, make sure that the Camden communications team is alerted.</li> </ul>
<ul style="list-style-type: none"> <li>• Notification to parents or next of kin should be planned with health workers and police, and should normally be in person. This needs to be carried out very quickly because media will pick up the story from social media. Suggest that it is headteacher led.</li> </ul>
<ul style="list-style-type: none"> <li>• Contact the critical incident response team at Camden educational psychology service – 020 7974 6500</li> </ul>
<ul style="list-style-type: none"> <li>• Inform Health and Safety Executive immediately (by phone on <b>0845 300 9923</b>) and report the incident to <b>Camden Reportline on 0117 450 1227</b></li> </ul>
<ul style="list-style-type: none"> <li>• Preserve any evidence of the cause of the incident</li> </ul>
<ul style="list-style-type: none"> <li>• Inform chair of governors, staff, parents, children, and so on.</li> </ul>
5.1b Death of student or staff member away from the school
<ul style="list-style-type: none"> <li>• Contact Camden emergency response team for assistance</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure the Camden communications team is alerted</li> </ul>
<ul style="list-style-type: none"> <li>• Contact critical incident response team at Camden educational psychology service – 020 7974 6500</li> </ul>
<ul style="list-style-type: none"> <li>• Plan how notification will be given through school – e.g. emergency staff briefing followed by class briefings</li> </ul>
<ul style="list-style-type: none"> <li>• If the death implies a health risk to others (e.g. infectious disease), obtain professional advice (from the council and Public Health England health protection team), brief staff, parents and students as appropriate and cooperate with health workers.</li> </ul>
<ul style="list-style-type: none"> <li>• If the death is related to school activities then inform the Health and Safety Executive immediately (by phone on <b>0845 300 9923</b>) and report the incident to <b>Camden Reportline on 0117 450 1227</b></li> <li>• If in doubt phone H&amp;S Team on 020 7974 6655 (option 2 then option 3) to discuss.</li> </ul>

## 5.2 Bereavement – ongoing issues

- The school should establish a line of communication with the family of the deceased, and agree with the family what information can be released about how the person died and what happened. The school should respect the family's wishes about attendance at the funeral and any memorial activities the school is planning.

- Teaching staff will be notified straight away. They may also need to be briefed about what the school is doing, take time to prepare themselves to handle questions from pupils and parents, and to monitor pupils for any signs of emotional trauma. Arrangements will also be made to notify ancillary staff such as nursery, admin, catering and cleaning staff etc at the appropriate time.

- Staff may themselves be affected by the bereavement, and the headteacher will talk to them collectively and individually over the coming days/weeks/months, monitor them, and ensure they receive the necessary support if they are unable to cope, e.g. bereavement counsellors, obtainable via the Council's human resources team.

- It is important for the school to carefully manage the way the news is given to pupils. Time will be taken to plan how to break the news to pupils, what to say, and who will say it. Pupils will need to be told what has happened and how everyone is feeling about it. It may also be appropriate to tell them why it happened, and younger pupils may need to be re-assured that it will not happen again, and it will not happen to them. It may be important for pupils, and especially younger pupils, to then be with the teachers and staff who they are familiar with so that they can feel safe to talk and share about how they feel about what has happened. This follow-up time is important to enable teachers to provide reassurance, answer individual questions and provide guidance to the class group about how they should be feeling, that it is alright to feel sad, or not to feel sad, and how to respond to what has happened.

Pupils may also need some practical way to focus how they feel about what has happened, and the school can provide ways to do this, e.g. writing cards, making floral tributes, planting a tree of remembrance, a plaque, a book of condolence, a book of remembrance, a special assembly, a memorial service etc. An appropriate quiet area could be set-aside in the school for pupils to come to talk to staff about what has happened. The school will take advice from the council's psychology service and or CAMHS attached or linked to the school when planning how to handle the pupils in this situation.

- The headteacher may need to write a letter to parents to inform them about what has happened and concerning any arrangements that have been made. If the deceased is a member of staff, parents may need to know what arrangements the school is making to provide staff to cover their classes. A follow up letter may be required to notify parents about subsequent events and arrangements e.g. special assembly, memorial service etc.

- In cases of bereavement many people feel the need to express their feelings about what has happened, by sending cards, flowers, money or other items to the school, unless they are specifically told not to.
- Cards could be put on a special pin board/display, forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance. They should not just be thrown away.
- The school may need to designate a suitable place for people to put flowers where they are visible and can be perused. Remember flowers will quickly perish without water, and even with water flowers may wilt and become unattractive in time. But disposal of flowers may also be a contentious issue, and they will not be just thrown away. The school may need to adopt a policy for this e.g. the flowers to be used at the funeral, or taken to the cemetery, or another appropriate location at an appropriate time. The small cards sent with the flowers may also contain written messages, and these could be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.
- Items such as toys or photographs could also be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.
- Books of condolence or remembrance could be forwarded to the bereaved family at an appropriate time.

**N.B.** the family of the bereaved may not want to be bombarded with cards, flowers or other items, so the school will need to ask first before forwarding these to the family.

A clear written record of money received and donors will be maintained by the school, and the money will be used for the purpose for which it was given. Money given for the family of the deceased will be passed on to them or donated to a charity instead if they prefer, and the school should respect their wishes. In the case of multiple bereavements the school will carefully consider a policy on how such money will be distributed. The school should take specialist advice if it is considering setting up charitable trusts.

- Where individual pupils or staff appear to be more seriously affected, bereavement counselling assistance can be obtained from the occupational health for staff, and the education psychology service and CAMHS for pupils as required.

- Where the deceased is a member of staff the school will liaise with HR in respect of pension entitlements for the family of the deceased. The HR team will also deal with the necessary correspondence with the family.

### 5.3 Serious accident or illness at school/centre or on an educational journey

- Call ambulance or other emergency services on 999.
- Meet ambulance at entrance.
- Detail adult to accompany casualty.
- Contact parents/carers immediately.
- If parents unavailable, be prepared to act 'in loco parentis' including giving permission to operate.
- Notify the headteacher, deputy or most senior member of staff present in their absence.
- Inform council's emergency response team, H&S adviser and chair of governors.
- Complete accident report (legal requirement for accidents) in line with current procedures.
- Report the incident to **Camden Reportline on 0117 450 1227**
- If in doubt phone H&S Team on 020 7974 6655 (option 2, then option 3) to discuss.

### 5.4 Assaults on staff or pupils/students by members of the public

- For terrorist incidents go first to section 6
- If the victim (s) requires medical attention, request a first-aid trained member of staff to see to the injury and call an ambulance if required.
- Take necessary measures to make pupil/student/member of staff safe.
- Try to identify assailant (do not detain by force).
- Contact police at once on **999**.
- Obtain the names of any witnesses.
- Record details.
- Contact Governors and Camden Council health and safety adviser.

<ul style="list-style-type: none"> <li>• Any witnesses should prepare factual witness statements. Ideally all statements should be prepared on the day of the incident.</li> </ul>
<ul style="list-style-type: none"> <li>• Complete accident report in line with current procedures.</li> </ul>
<ul style="list-style-type: none"> <li>• Report the incident to <b>Camden Reportline on 0117 450 1227</b></li> </ul>
<ul style="list-style-type: none"> <li>• Ensure the Camden communications team is alerted.</li> </ul>

<b>5.5 Fire in school/centre</b>
<ul style="list-style-type: none"> <li>• Sound fire alarm.</li> </ul>
<ul style="list-style-type: none"> <li>• Call fire brigade risk.</li> </ul>
<ul style="list-style-type: none"> <li>• Evacuate building(s) in line with evacuation policy. - DO NOT STOP TO COLLECT PERSONAL BELONGINGS AND DO NOT USE ANY LIFTS</li> </ul>
<ul style="list-style-type: none"> <li>• Check that building is empty, excluding staff/pupils in a designated place of safety.</li> </ul>
<ul style="list-style-type: none"> <li>• Undertake a roll call to ensure that everyone is accounted for.</li> </ul>
<ul style="list-style-type: none"> <li>• Meet fire brigade and inform them of who is in the building and where, location of fire.</li> </ul>
<ul style="list-style-type: none"> <li>• Inform council's emergency response team.</li> </ul>
<ul style="list-style-type: none"> <li>• Do not re-enter the building without clearance from fire brigade.</li> </ul>
<ul style="list-style-type: none"> <li>• Report to the <b>Camden Reportline on 0117 450 1227</b></li> </ul>

## 5.6 Bomb threat or suspect package

If you receive a bomb threat or warning by telephone

- Keep calm and attempt to write down what is being said by the caller.
- Ask questions such as; “When will it go off?”, “Where is it?”, “What does it look like”. The words used by the caller can often indicate how familiar he or she is with your premises, thereby giving some indication as to whether the threat is genuine or otherwise.
- Where possible note any accent or background noise.
- Once the caller has hung up notify the Police on **999** and the head teacher immediately.

If you receive a bomb threat or warning by post:

- Keep physical handling of the letter to a minimum
- Notify the head teacher immediately

- Contact the police on **999**.
- If in doubt they may advise you to evacuate

- It may be appropriate for staff to check areas of the building for suspect packages to ascertain whether:
  - There are any suspicious objects, i.e. items you would not normally expect to see in that location
  - There are major items that cannot be accounted for, e.g. items which you would normally expect to be in position but are missing
  - Anything is out of place
  - There is anything unusual, i.e. was a window or door left open that would not normally be open? Has anything been disturbed or items removed?

- Do not touch or remove any suspicious object.
- Do not use a mobile phone within 15 metres of a suspicious object and keep the area cordoned off.

- Seek police advice as to whether the school should be evacuated – this decision is ultimately the responsibility the school.
- If the school is evacuated do not re-enter the school until agreed by the emergency services.

- Evacuate the premises if it is necessary to do so - using the bomb threat procedure to the bomb threat evacuation point.
- and take a register of persons at the designated assembly point.

- In the event of extended evacuation, proceed to the agreed alternative site e.g. other school, park.

- Contact council’s emergency response team.

• Contact parents where possible. Notices to be attached to all entrances / exits to the school with details of the alternative site and contact telephone numbers.

• Involve Council communications team to help with managing the press and issuing information about any alternative site.

• The Government has produced some added guidance on dealing with bomb warnings or threats which you may find useful. Some higher education institutions (universities) have received threats via email - all of them hoaxes.

• The National Counter Terrorism Security office has guidance (mainly for Higher Education establishments: visit <http://www.nactso.gov.uk/AreaOfRisks/Education.aspx>), some of which you may find useful.

## 5.7 Explosion

- Evacuate the building(s) as necessary - **DO NOT STOP TO COLLECT PERSONAL BELONGINGS AND DO NOT USE ANY LIFTS.**

- Evacuate the premises - using the bomb threat procedure to the bomb threat evacuation point .
- Take a register of people at the designated assembly point.

- Inform emergency services on **999**
- Inform Electricity Company and Gas transporter (tel: **0800 111 999**) as appropriate.

- Do not re-enter the building without clearance from emergency services.

- Inform council's emergency response team.

- Report it to the **Camden Reportline on 0117 450 1227**

## 5.8 Hazardous substances

- Make safe (where applicable) the hazard so others are not harmed (only dealing directly with the hazard if it is safe to do so).
- Contact council's emergency response team for assistance.
- If necessary, evacuate the building/s
- Check that the building is empty, if appropriate.
- Inform emergency services
- Do not re-enter the building without clearance from emergency services.
- Report it to the **Camden Reportline on 0117 450 1227**
- If in doubt phone H&S Team on 020 7974 6655 (option 2 then option 3 to discuss).

<b>5.9 Missing or lost pupils / Hostage-taking or abduction</b>
<ul style="list-style-type: none"> <li>• Contact police at once on <b>999</b>.</li> </ul>
<ul style="list-style-type: none"> <li>• Contact Supporting People directorate of the council / member of emergency response team on <b>020 7974 4221 / 020 7974 4444</b></li> </ul>
<ul style="list-style-type: none"> <li>• Collect and retain witnesses.</li> </ul>
<ul style="list-style-type: none"> <li>• Record details.</li> </ul>
<ul style="list-style-type: none"> <li>• Contact parents/carers/next of kin.</li> </ul>
<ul style="list-style-type: none"> <li>• Inform chair of governors or other (if applicable).</li> </ul>
<ul style="list-style-type: none"> <li>• Contact council's communications team on 020 7974 6649</li> <li>• press office 020 7974 5717 (Out of hours mobile: 07901 554 530)</li> </ul>
<ul style="list-style-type: none"> <li>• Undertake specific Safeguarding Risk Assessment and action undertaken where safeguarding applies.</li> </ul>

<b>5.10 Emergency school/centre closure (this can arise in relation to the above incidents)</b>
<ul style="list-style-type: none"> <li>• Schools will only consider closure as a last resort. Advice should be sought and discussed in all cases before the decision to close is taken.</li> </ul>
<p>Contact council's emergency response team</p> <ul style="list-style-type: none"> <li>• Camden Learning - Jon Abbey</li> <li>• Communications team – Philip McCorkell</li> <li>• Premises - Karen Corkery, Schools Property and Investment Manager.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss possible closure with those listed below as applicable in the circumstances: <ul style="list-style-type: none"> <li>• Property and contracts</li> <li>• School improvement (Camden Learning)</li> <li>• Health and safety</li> <li>• Director within Supporting People.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Inform / notify relevant officers including press office and communications with action being taken and anticipated duration of closure if known.</li> </ul>
<ul style="list-style-type: none"> <li>• Information to be put on school's website regarding closure, re-opening and who parents should contact for more information.</li> </ul>
<ul style="list-style-type: none"> <li>• Consider which other local services in the school need to be informed, e.g. play centres and school meals service.</li> </ul>

**5.11 Lockdown / stay put in the school if there is an incident in the area**

- For terrorist incidents go first to section 6
- Take advice from the emergency services.
- Contact Pete Dudley, Director of Education, Jon Abbey, Managing Director of Camden Learning, or Martin Pratt, Executive Director, Supporting People. See section 3 main contacts for contact details.
- School leadership to arrange for contact to parents of pupils in their class to notify them of the situation.
- Ensure any pupils on medication take required doses. If any pupils require urgent medication and do not have them, inform the emergency services
- If the situation extends past a meal time, staff should access provisions from the school kitchen to feed pupils and themselves.
- If it becomes necessary to stay overnight – liaise with the emergency services and council regarding bedding / blankets.

**5.12 Salvage**

- Before undertaking any salvage operation, seek advice from the council's emergency response team – salvage can itself be hazardous.
- Prioritise items for salvage by value to the school, not necessarily just by monetary value. Ensure that items that cannot easily be replaced are salvaged first.
- DO NOT attempt any salvage operation that could place lives in danger, or health at risk.

## 6.TERRORISM ISSUES

Recent events in Manchester and London are a reminder of the threat we face and it is important for communities to be alert, but not alarmed. Following a number of requests by schools for guidance we have been working with the Metropolitan Police Counter Terrorism Unit on how our schools can protect themselves if the need arises and they recently delivered an Incident Management Briefing to schools about procedures in such circumstances.

The Police advised that it is important that you know what to do in the event of getting caught up in such an incident, which is to follow the 'run, hide and tell' - guidance which can be applied to many places and situations. This advice included the need for establishments to create an emergency plan, similar to a fire evacuation, which consider lockdown procedures, which in a school setting means moving children to a safe place within the building.

### **Lockdown Procedures**

The aim of lockdown is to prevent people moving into danger areas and preventing or frustrating the intruders accessing a site (or part of). It is recognised that due to their nature some sites may not be able to physically achieve lockdown.

### **What is dynamic lockdown?**

Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal.

### **Why develop dynamic lockdown?**

All opportunities to deter threats of at the planning stages should be taken. Presenting a strong security system through visible and effective activity, for example:

- Staff awareness and reporting process – particularly at first point of entry. The receptionists need to be cautious; they should know what is suspicious.
- Efficient use of CCTV
- Deterrent communications and active security zones
- Make sure you ask for identification before letting visitors, including the emergency services, in - this should be happening in any case as part of your safeguarding arrangements to provide a secure school site.

### **What are your plans if there were an incident?**

Advance planning of what needs to be done to lockdown a site and recognising the need for flexibility in those plans will save lives. Planning should consider:

- How to achieve effective full or partial lockdown
- How to let people know what's happening (to get the correct emergency response avoid the use of fire alarms)
- Training your staff
- Run, Hide, Tell - [three key steps for keeping safe](#)

**For more information on lockdown please refer to**  
[the NaCTSO Guidance on Developing Dynamic Lockdown Procedures](#)

As with any emergency procedures, it is important to practice them to ensure you are properly prepared so in appendix 3 we have produced a standard letter that schools can

use to explain to parents about any 'lockdown' practice runs that schools wish to undertake.

### **Be Alert**

Be vigilant, look out for and report any suspicious activity. Suspicious activity is anything that seems out of place, unusual or just doesn't seem to fit in with day-to-day life. If something looks unusual or out of place - report it. You **CAN** ask someone to account for their actions however you **CAN'T** detain them/prevent them from leaving the site.

### **Raising the alarm**

- Call 999 for immediate police response.
- Ring 0800 789 321 for the anti-terrorist hotline (this can be anonymous; you do not need to leave your details).
- You can also contact the 999 emergency services by SMS text from your mobile phone if you are unable to make voice calls. To register for this service, text 'register' to 999 then follow the instructions you are sent.

Further information on counter-terrorism support for businesses and communities can be found at <https://www.gov.uk/nactso>

### **Useful resources** (repeated in section 12)

**Further information on counter-terrorism support for businesses and communities** can be found at <https://www.gov.uk/nactso>

### **Guidance / checklist on receipt of a bomb threat**

<https://www.gov.uk/government/publications/bomb-threats-guidance>

### **Business continuity advice**

<http://www.cpni.gov.uk/security-planning/business-continuity-plan/bomb-threats/>

### **NaCTSO Guidance Note 1a – Advice to Schools for Reviewing Protective Security**

Although written in connection with bomb hoaxes this document has multiple links - as well as advice on bomb threats and packages and searching and evacuation planning, counter terrorism, and there is a lot on security.

## 7. MEDICAL ADVICE

### **First aid**

Schools should have a medical policy that sets out the roles and responsibilities of the school and staff in the event of a medical emergency.

Nominated staff should be trained and understand what to do in an emergency for the most common serious medical conditions likely to occur at the school.

### **Existing medical conditions**

On 1 September 2014 a new duty came into force for governing bodies to make arrangements to support pupils at school with medical conditions. Governing bodies should ensure that the school's policy covers the role of individual healthcare plans, and who is responsible for their development, in supporting pupils at school with medical conditions.

DFE Guidance: [supporting-pupils-at-school-with-medical-conditions](#)

### **Asthma**

From 1st October 2014 legislation on prescription medicines allow schools to keep salbutamol inhalers for use in emergencies. This change applies to all primary and secondary schools. Schools are not required to hold an inhaler but the guidance below has been developed by the Department of Health to capture good practice which schools should observe.

### **Emergency Epi pen auto injector**

The adrenaline auto-injectors will be used in line with the manufacturer's instructions, for the emergency treatment of anaphylaxis in accordance with the Human Medicines (Amendment) Regulations 2017. This allows schools to purchase "spare" back-up adrenaline auto-injectors for the emergency treatment of anaphylaxis.

DH Guidance: [Guidance on the use of emergency salbutamol inhalers in schools](#)

### **Communicable (infectious) diseases**

Public Health England has produced guidance on infection control for schools, which includes up-to-date recommendations on when children should be kept away from school.

This guidance also states when the local Health Protection Team should be contacted. Local health protection teams at PHE work alongside the NHS, local authorities and emergency services providing specialist support in communicable disease, infection control and emergency planning. In addition to **preventing, investigating and managing outbreaks**, the local Health Protection Team can advise the school on **communications** with parents and the media.

PHE Guidance:

[Guidance on infection control in schools and other childcare settings](#)

Camden and Islington Public Health  
222 Upper Street, London N1 1XR

5 Pancras Sq, London N1C 4AG

[CIPHAdmin@islington.gov.uk](mailto:CIPHAdmin@islington.gov.uk)

Tel: 020 7527 2183

**Pandemic 'flu**

Schools should prepare plans for a flu pandemic as part of their general emergency planning and ensure these are shared with staff and, as appropriate, parents. School managers normally the head teacher if the governing body delegates this to the head) would make the final decision on whether to close a school during a pandemic.

DFE guidance: [Planning for human influenza pandemic: summary guidance for schools](#) if the above link does not work then copy this link below into your browser  
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/STERL-0706-WEB.pdf>

## 8. PSYCHOLOGICAL SUPPORT

- Camden educational psychology service (EPS) has a dedicated critical incident response (CIR) Team. The CIR team has developed a policy to support schools in responding to critical incidents (CI). This is where a serious incident happens that affects the school population such as the death of a pupil or member of staff, a local disaster or a serious incident in the school. We have also included in our definition of critical incident the diagnosis of a terminal illness within a pupil's immediate family and a significant death within an individual pupil's immediate family, e.g. death of a parent or sibling.
- The purpose of having a CI policy is so that we can deliver an immediate, coordinated and consistent response to all Camden educational settings. Our aim would be to help them to deal with the aftermath of such an event and to help them plan the next steps to return to normality.
- Camden educational psychologists (EPs) support educational settings by helping them to prioritise immediate actions and helping them to think about how they themselves can support pupils and staff. We have developed a bereavement guide for children which can be shared with settings and a systematic plan for follow up work.
- EPs in the CIR team have been trained in psychological debriefing. A Psychological Debriefing is a group meeting to review the impressions that survivors, bereaved or helpers experience during or following critical incidents. The meeting aims at reducing unnecessary psychological after effects.
- If your school needs support with managing the aftermath of an emergency, please contact the Camden CIR team.

### **EPS service contacts:**

Critical incident response leads for Educational Psychology Service:  
Hilary Forbes, Principal Educational Psychologist.

Tel: 020 7974 6500

## 9. WORKING WITH THE MEDIA

In the case of a major disaster, the media can swamp the area. In fact, any significant incident involving a school will attract the media's attention.

The media should have a **single point of contact** so reporters know who to approach for information and to keep disruption at the school or centre to a minimum.

In situations where the emergency services are involved, the police will normally take the lead on dealing with the media services. However, reporters will still want information, views, comments from the school, centre or service.

The most important point to remember is that the media will not go away if you ignore them. In fact, they will be a bigger problem as they will seek out information themselves and will distract or disrupt your staff.

The press office operates a 24 hours a day, seven days a week service for emergencies. If support is needed handling media enquiries, they can be contacted for advice.

<p><b>CONTACT PRESS OFFICER – 020 7974 5717</b> <b>or</b> <b>OUT OF HOURS DUTY PRESS OFFICER – 07901 554 530</b></p>
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### Eight-point guide to handling the media:

1. Co-operation is the key - avoid the media at your peril - they will cause more trouble if you do
2. Be prepared - but be flexible. Have a plan and put it into effect swiftly
3. Nominate a contact officer to liaise with the media – this could be the police or a Council press officer
4. In the case of a major incident, a central media point may be set up with phone lines and a designated email address
5. Provide regular briefings, backed up by statements - accentuate the positive, provide salient details, have a clear line and be consistent
6. Develop a fact file (reporters will be pushing for information on the school, numbers of pupils, exact location, names of those caught up in the emergency)
7. Be prepared to use the media to send a message to parents – via the Council's press office or other central contact if possible
8. Journalists now do a lot of their fact-finding through social media. Make sure you keep your social media accounts like Twitter and Facebook up to date regularly.
9. Take advantage of the expertise of the Council's press office.

## 10. IT CONTINUITY – being prepared

It is important that should a disaster occur that the school/centre/service should be able to continue to function, albeit in a limited capacity, and provide all the necessary statutory services. This will mean that the information that the school works with to enable day to day running will need to be replicated in a form that can be quickly provided. This could be either in electronic format (backup tapes) or a paper copy of essential data.

The following activities should be undertaken at regular intervals:

**Business Continuity** (see section E in the business continuity guide appendix).

- Identify the importance of all IT systems.
- Work with IT suppliers to discover the recovery times for each system.
- Put in places procedures to cover loss of service.

**Backup procedure**

- Decide which information will need to be regularly backed up.
- Produce regular (nightly) backups of software
- Additional ad hoc backups to be performed as required and stored in the standard way
- Keep the backup tapes offsite
- Verify the restore process periodically.

**Virus checks**

- Ensure an up to date virus checker is installed on every essential system.
- Do not allow any disks coming from an outside source to be used unless virus checked.
- The system administrator must be informed immediately if a virus is found.

**Financial software**

- Produce all reports that would normally be produced at the end of a quarter
- Print detailed cost centre reports
- Backup data file(s) before and after carrying out period end.

**Budgeting**

- Staff salary details should be kept up to date throughout the coming financial year on a regular basis.
- Backup data file(s).

**Administration manager**

- Print student index cards (these should normally be produced at regular intervals during the year to ensure contact details are available in the event of system failure).

**See the business continuity appendix section E for additional information**

## 11. SCHOOL / CENTRE CONTACT LIST

Important contacts in addition to those already listed (**to be completed by school**)

<b>CONTACT</b>	<b>NAME</b>	<b>TELEPHONE</b>
Ambulance		<b>999</b>
Fire Brigade		<b>999</b>
Police		<b>999</b>
Chair of Governing Body	Mark Chesher	020 7788 5146
Camden (Out of Hours) Customer Services Centre		020 7974 4444
School / Centre or Service Area agreed for Evacuation	Coram Fields	020 7837 6138
School Doctor/ Community Medical Officer	n/a	n/a
School Nurse	<b>Karen Hackney</b>	<b>07873616205</b>
School's Educational psychologist	<b>Abiodun Oyenola</b>	<b>0207 974 2032</b>
Open Minded (CAMHS)	<b>Seher Tekdal</b>	<b>0208 938 2903</b>
Occupational Health Nurse	<b>Natalie Chentite</b>	0203 317 2273
Speech and Language	<b>Cemaliye Birdane</b>	<b>0203 772 0390</b>
Local Hospital A&E Department	UCLH	020 3456 7890
MASH Multi Agency Safeguarding Hub	Duty Social Worker	020 7974 3317
Emergency Duty & Assessment Team – Out of hours		020 7974 4444
Local Religious Leaders / Diocese	Fr Chris Cawse, Holy Cross Church	0207 278 6263
Public Health England		020 8200 4400 / 6868

## **12. USEFUL RESOURCES** (some repeated from section 6)

Schools and centres may find the following useful in drawing up response plans:

### **[NaCTSO Guidance Note 1a – Advice to Schools for Reviewing Protective Security](#)**

Although written in connection with bomb hoaxes this document has multiple links - as well as advice on bomb threats and packages and searching and evacuation planning, counter terrorism, and there is a lot on security.

### **National guidance for emergency planning for schools**

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-andearly-years-settings>

### **Further information on counter-terrorism support for businesses and communities**

can be found at <https://www.gov.uk/nactso>

### **Bomb threat guidance / checklist**

<https://www.gov.uk/government/publications/bomb-threats-guidance>

**Health Protection Agency** [www.hpa.org.uk](http://www.hpa.org.uk)

### **National Institute for Health and Clinical Excellence guidance**

<http://www.nice.org.uk/guidance>

**APPENDIX ONE - Camden Incident Log**

Name:	Date: (when Log Started)
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TIME	PERSON TO / FROM and METHOD OF COMMS	MESSAGE DETAILS / INSTRUCTIONS GIVEN / ACTIONS / DECISIONS

## **APPENDIX 2 – Detailed guidance on business continuity planning for schools and educational establishments**

### **Contents**

1. Camden Council's approach to business continuity guidance to schools
2. Why schools should have a BC plan
3. SFVS requirements
4. Section A - Guidance for schools business continuity emergency planning
5. **Section B - Your business continuity emergency plan template**
6. Section C - 7 Job cards
7. Section D - Guidance on maximum tolerable period of disruption
8. Section E - guidance on planning for disruption to IT.

### **(1) Camden Council's approach to business continuity guidance to schools**

The business continuity management profession does not provide a single template for schools but does provide an approach that has been picked up by different local authorities and schools in different ways.

In Camden, rather than just signpost to other websites so that you can assess them for yourself, we have looked at what is available and identified what we think is appropriate. We believe it covers what you need to think about and prepare for.

However, how you approach this subject and your responsibilities is your choice and to that end we recommend that you do invest some time in looking at a few other approaches on other Local Authority websites.

### **(2) Why schools should have business/service continuity plans**

All large organisations and businesses and many SMEs (small and medium sized enterprises) recognise the risk to their business survival and reputation from unexpected incidents like fire, flood, IT failure, flu pandemics and so on. They create business (service) continuity plans proportionate to the risk and the organisation's appetite for (attitude to) risk. Schools and other education establishments are in the same position but have a duty to be ready for these credible risks so that if they occur, the impact on the school and the children is minimised. Use the expression 'continuity of delivery' or 'service continuity' if it makes more sense to you and your colleagues than 'business continuity'.

### **(3) Schools Financial Value Standard (SFVS) Return 2015-2016 (extract)**

Updated 1 April 2016 with no change to question 25 or the support advice.

The SFVS has a question about business continuity and insurance.

Q25. Continuity or disaster recovery plans.

Does the school have an appropriate business continuity or disaster recovery plan, including an up-to-date asset register and adequate insurance?

Note: This business continuity document deals with the 'continuity or disaster recovery plan' aspect of question 25. Schools should have an up to date asset register and adequate insurance, however, insurance is a potential solution or part solution to some business continuity events but is unlikely to provide continuity of service delivery.

### **SFVS guidance Part 1: what does Question 25 question mean?**

#### **What is a business continuity or disaster recovery plan?**

A business continuity or disaster recovery plan sets out how the school would cope if some disaster happened – for example, the premises burning down or flooding, a large scale theft of equipment or a total failure of the school's IT system.

#### **Why is it important?**

A disaster in the school may seem very unlikely to happen. It is indeed unlikely to happen, but if it did happen the consequences could be very grave. It is therefore important that all schools have an adequate and up-to-date disaster recovery plan.

#### **What areas does a plan need to cover?**

As a minimum, a plan needs to look at contingency arrangements for: if the school's premises were not available for an extended period (e.g. because of fire or flood); large scale loss of property (e.g. through fire or theft); loss of information through catastrophic failure of IT systems; mass unavailability of staff (e.g. through a pandemic). But it should also look at smaller disruptions with the intention of planning for a range of credible risks.

### **SFVS guidance Part 2: good practice**

**All schools should ensure they have an appropriate plan** The plan will need to cover:

- premises that could be used if the school's own premises became unavailable for an extended period

- an asset register of items in the school that need to be recorded for insurance purposes, to be kept where it would not be vulnerable to a disaster in the school
- adequate insurance for premises and contents
- daily backing up off-site of the school's important IT systems
- contingencies for significant simultaneous absence of staff
- Individual schools may be aware of additional local hazards that they ought to cover

The plan must be kept up-to-date: any element of it that has become out of date is likely to be of little use in an emergency.

### **SFVS guidance Part 3: what do you do if things are not right in your school?**

#### **What to do if you do not have a disaster recovery plan**

All schools without a plan need to draw one up as soon as possible.

#### **What to do if your plan is out of date**

An out of date plan will need to be updated urgently.

**Further information**

There is a lot of material on the internet explaining what business continuity/disaster recovery plans are: some of this is free of charge and can be used to think about what a plan should contain in the school's particular circumstances.

[GOV.UK](#) – this website contains a range of information and resources for schools.

[Governance Handbook](#) – information on the statutory responsibilities of a school's governing body, including details of its legal responsibilities.

## **Section A - Guidance** for schools on business continuity and emergency planning

*Note 1. This next section has been based on documentation from the London Borough Hammersmith and Fulham with grateful thanks to Michael Sopp. It has been added to and amended as appropriate.*

*Note 2. This is general guidance about emergencies and business continuity – it is good-practice material – it informs the template plan in Section B of this Appendix..*

# Guidance for schools on business continuity and emergency planning

### **WHAT YOU NEED TO DO**

- Nominate a primary owner of the Plan, identify and document who is responsible for reviewing, amending and updating the Plan
- Create a team to develop the Plan and ensure they are given sufficient time to develop the plan
- Gather the necessary information to populate the Plan and circulate a draft for comment
- Develop final Plan taking account of feedback to be signed off by the headteacher and present to Governors for formal approval
- Circulate the Plan to key managers and other staff with responsibilities in the Plan
- Train staff and exercise the Plan for example by undertaking a desk-top exercise
- Review the plan after an actual incident, a change in processes or procedures or by findings from exercising and testing

### **INTRODUCTION**

Parents trust schools to keep their children safe during the day and generally, due to good management practice, schools remain a safe haven for children. However, schools can become involved in an emergency or crisis at any time. It may be an incident such as a flood or a fire, an accident or death on site or on a school trip, or an industrial accident such as a chemical spillage.

Serious incidents are rare but it is vital to prepare for all eventualities. Being prepared for an event, no matter how unlikely, means that a school can be confident that it will be able to cope and give valuable support to those involved and recover rapidly from an incident.

Good emergency management can save lives. It can also prevent escalation, protect against litigation and enhance the school's standing as a reliable and effective institution, giving confidence to staff, parents and pupils.

It is self-evident that a school which has anticipated a major critical incident and laid plans for managing a response and recovery from an incident, is likely to handle the actual event more effectively and confidently.

### **WHAT IS A BUSINESS CONTINUITY INCIDENT OR EMERGENCY?**

A business continuity incident is any unplanned event or incident that disrupts the delivery of the schools normal service. An emergency is an incident that can best be defined as 'any unexpected occurrence, which may have a significant or major impact on the school or education establishment involved'.

In other words, an incident becomes an emergency when it constitutes a serious disruption arising with little or no warning. This can be on a scale that may require the assistance of the Emergency Services, Camden's Children's Services and others.

Such incidents may include:

- Utility failure
- Police cordon
- terrorist attacks
- serious violence and assault (e.g. use of knife or firearm)
- severe weather conditions (e.g. heavy snow, heat wave)
- school fire, flood or explosion
- chemical or toxic substance release
- the effects of major incidents in the wider community
- epidemics (such as influenza outbreaks)
- complete loss of ICT and other data
- failure of a supplier to deliver services

There may be occasions when an emergency occurs out-of-hours, such as a fire at the weekend. When preparing the incident management plan, consideration should be given to the establishments out-of-hours contact and attendance procedures.

The school business continuity and emergency plan should be generic enough to cover the range of potential emergencies that could occur.

### **STAFF TRAINING AND EXERCISING**

School staff will always be at the forefront of any incident that occurs on, or near, school premises and need to know how to ensure the safety of pupils, school visitors and themselves. This can only be achieved by knowing what is written in the Plan and their individual role.

Staff forming part of the team that develops/implements the Plan should be given appropriate information, instruction and training.

However well Plans are prepared, they need to be validated and converted into action. Exercises and test are a valuable way of testing arrangements, particularly if proceeded by appropriate training.

A simple way to test/exercise a plan is to undertake a desk-top exercise.

### **REVIEWING THE PLAN**

It is highly recommended that arrangements within the Plans are reviewed regularly. This can be done annually to take account of any changes in personnel or procedures. Other occasions that may instigate a review are if an actual incident occurs or when the Plan is tested.

### **STRUCTURE OF THE SCHOOL BUSINESS CONTINUITY EMERGENCY PLAN**

There is no specific structure for a School Business Continuity and Emergency Plan but the following is suggested:

- Phase I: Immediate Action
- Phase II: Plan Activation
- Phase III: Manage Response
- Phase IV: Manage Recovery
- Contacts List

Further information on the above can be found in the relevant sections below and should be referred to when developing the School business continuity and Emergency Plan.

The following guidance is intended to assist schools in developing a School business continuity and Emergency Plan and also to assist in its implementation when the Plan has to be activated. This guidance should be kept with the Plan and be referred to as necessary.

## **GUIDE TO WRITING THE BUSINESS CONTINUITY AND EMERGENCY PLAN**

### **INTRODUCTION**

In the Introduction, the relevant information should be included as to dates and persons responsible for developing the Plan.

It is particularly important to ensure that the Plan (and accompanying guidance) is readily available to staff who will be expected to implement the Plan.

### **ROLES AND RESPONSIBILITIES**

If it is known who will assume key roles, have checklists and procedures in place, up to date contact lists, a tested framework for communications and some practised skills to draw on, then a response to an incident will be more assured than even the most intelligent improvisation.

The Headteacher, in conjunction with school Governors, should ensure that a school Business Continuity and Emergency Plan is prepared (a template has been developed for use in conjunction with this guidance – see section B).

Schools will be expected to manage incidents and certain roles and responsibilities should be set out in the school plan.

A suggested 'Job Card' has been developed for each role to identify primary tasks and areas of responsibility during initial reaction, response and recovery. They should relate to roles rather than to specific individuals.

It is recognised that schools may require assistance from the council in some circumstances. Where necessary, Camden Council will give assistance in the management of the incident and will activate its plan accordingly. In these circumstances, an Incident Management Team consisting of senior officers and specialist support staff as well as representatives from the school will manage the incident.

For major incidents affecting a local neighbourhood, the Council's Emergency Response and Recovery Plan will be implemented so as to ensure that all the Council's resources (with assistance from neighbouring Boroughs and voluntary organisations, if required) are directed towards the fulfilment of the emergency roles of the Council.

### **PHASE I: IMMEDIATE ACTION**

#### **Assessing the situation**

An initial assessment of the situation should be undertaken. This could be by the Head or by the senior management team, depending upon the circumstances. During this stage, it may be useful to record the basic information, if there is suitable time to do so or as soon as possible after an immediate evacuation/or lockdown process is invoked.

#### **Evacuation and lockdown procedures**

Schools may well have to evacuate the building during an emergency. Typically, this will follow procedures that are similar to those adopted for fire evacuation purposes.

In some circumstances, there may be a need to remain in the premises but move to safer places away from windows, for example if there is a fire with toxic smoke being produced, or some form of threat to school.

Evacuation and lockdown (sometimes called invacuation) procedures should be initiated where required. The Business Continuity and Emergency Plan should address the following questions:

- How do we make those in the premises aware of the need to evacuate to the assembly point
- How do we make those within the premises aware of the need to go into lockdown to safe places inside the premises (e.g. tannoy, bell, word of mouth)
- Have we identified a suitable assembly point within the grounds of the establishment
- Have we identified safe places within the premises if we have to go into lockdown (e.g. school hall)
- Have we identified staff who have specific responsibilities during an evacuation and lockdown?
- Do we have suitable procedures to account for people following an evacuation or lockdown of the premises?
- Do we have any vulnerable people on site that may have to be evacuated or invacuated in a lockdown? Have we developed appropriate plans for these people?
- Have we briefed and practised our plan with staff and students?

The Plan should detail how the above issues are to be addressed and where necessary additional documentation attached (e.g. personal emergency evacuation plans, maps of assembly points, specific roles etc).

### **School Emergency Pack**

Schools may find it useful to prepare a School Emergency Pack (sometimes called a 'Grab Bag'). This should be kept in a secure place but accessible to a number of school staff.

There are no set rules as to what equipment and information should be included. It is important to ensure that equipment is maintained and that the information is reviewed for accurate content on a regular basis.

A suggested list of content is detailed below:

- Copy of School Business Continuity and Emergency Plan and guidance
- Floor plans of the school including location of utilities as well as hazardous substances
- List of pupils, names, addresses and contact details
- List of staff names, addresses and contact details
- First aid kit
- Charged mobile telephone
- Hi-visibility vests
- Wind-up torch
- Foil 'space blankets' • Pens and paper
- Megaphone.

Some of the information detailed above may now be kept in an electronic format rather than hard copy. The decision as to how best to keep this rests with each specific school.

### **Recording Incident Information**

Information is key to ensuring the most appropriate actions are taken during an incident and as such it is important to record as much information as possible about the incident.

### **Informing Camden's Children Schools and Families services**

It is important that the department is informed of any incident as soon as possible so that consideration can be given to whether or not additional support will have to be provided to the establishment.

**Telephone numbers are not to be given to the press, parents or the public.**

### **Site Evacuation Procedures**

If there is a need to evacuate to an alternative location, the following questions will need to be addressed:

- Apart from the fire evacuation assembly points for the school, in order to deal with a bomb threat have we identified two suitable alternative safe place/s away from the school over 400 metres away (preferable two going in opposite directions in case travel is restricted)
- Have we identified how we could get to the safe place/s and any hazards this may involve (e.g. main roads/heavy traffic)
- Have we made the alternative safe place aware of the wish to use their premises
- How do we tell the alternative safe place that we are coming in the event of an incident
- Who will stay at our premises as liaison with the emergency services
- How will we communicate with this person from the alternative safe place

Information as to the location and contact details of the alternative sites should be included in the Plan along with the procedures to be followed so as to ensure the safe traveling.

## **PHASE II: PLAN ACTIVATION**

### **Plan Activation**

The decision to activate the plan would normally be made by the Headteacher, possibly in conjunction with CSF senior managers.

The judgement to activate the appropriate plan must be made on the basis of the nature and scale of the incident. If in doubt the plan/s will be activated as they can always be 'scaled down' if necessary.

The assessment of the incident and activation of the Plan may overlap with the immediate action that has to be taken, depending on the type and scale of the incident.

Within the Plan is a flow-chart that may assist in determining if the Plan should be activated along with suggested trigger levels.

Based upon the incident type, a senior manager from Children, Schools and Families will determine if there is a need to activate the Children, Schools and Families Plan.

Where it is not considered necessary to implement the Children, Schools and Families Plan, schools will be expected to manage the incident but with the support of CHS.

### **PHASE III: MANAGED RESPONSE**

#### **Assembling the School Incident Response Team**

Where the incident is capable of being managed by the school, the staff required to manage the incident should be assembled at a suitable location. This could be at the establishment or off-site.

The accommodation chosen must be suitable, and have the appropriate equipment which should include the following:

- Secure access and egress
- Adequate size to accommodate staff required
- A computer with e-mail and internet access
- A landline telephone
- Stationary and a table/chairs.

It is advisable to identify at any alternative sites suitable rooms that can be used for the team managing the incident.

#### **Managing the Incident**

All incidents, whatever the circumstances, will require managing. Once the team is assembled, the situation should be reviewed to ensure all relevant information has been gathered.

Thought can be given as to what the impacts of the incident are. In the Plan are a suggested list of potential impacts that may have to be considered so as to ensure the appropriate action is taken.

#### **Decision Log Sheet**

Based upon the impacts of the on-going incident, decisions will need to be made as to what action is required.

Recording what actions are to be taken in a decision log with times will be important.

Included in the plan are some possible tactics to be considered in relation to:

- Educational Visits
- School Closure
- Reception Centres
- Communications

NOTE: Incidents involving fatalities or serious injuries are viewed as potential crimes and as such can be formally investigated by the Police and other enforcing authorities.

In some circumstances, it may be necessary to preserve the scene of an incident for criminal or other investigative reasons. Where this is necessary, the emergency services will undertake this work.

Those involved may be required to give a statement to Police and/or attend court as a witness. The original contemporaneous record of events and actions is crucial in these circumstances.

## **Communication**

Consideration will have to be given as to who will need to be communicated with and informed of the incident.

- Internal stakeholders (Chair of Governors, Staff, Pupils etc)
- External stakeholders (Parents, next-of-kin, enforcing authorities etc)

For incoming calls from parents, staff, etc. it is advisable to have a nominated individual to respond to these calls using the main school number.

Where the school site has been fully evacuated, when informing parents of the situation a decision will have to be made as to how incoming communications can be managed.

## **Press Enquiries – see working with the media page 30**

### **School Closure**

All establishments should have in place appropriate procedures detailing the school closure arrangements. These procedures should address the following questions:

- Who will make the decision to close the establishment?
- Who do we have to inform if the establishment is closed?
- How do we inform people that the establishment has closed?
- What procedures are in place for the release and collection of children if school closes during school hours?
- Do we need to arrange any transport for children?
- How do we keep people informed of the on-going closure and re-opening information?
- How do we make parents and staff aware of the closure procedures?

In some circumstances, there may be some notice given as to the closure or partial closure of a school, particularly when this is on health grounds. However, there may be some occasions where this occurs with little notice, particularly if due to insufficient staff.

All establishments should consider the methods to be employed to inform parents of the closure. This can include landline and mobile telephones, parent call/other group call providers, cascade systems.

It is also advisable that when closure/partial closure occurs, a letter is developed, clearly explaining the reasons for the closure or partial closure.

It is important that schools maintain an up-to-date list of parents contact details. Where necessary, appropriate procedures need to be in place to ensure the release and/or collection of children by an authorized person.

For younger children, the school may already have a 'collection of children policy' that the establishment utilizes and this should be adopted.

Where parents cannot be contacted and it is not possible to allow the child to leave the establishment, the normal procedures relating to the non-collection of children should apply.

For children who normally travel to school alone, a decision should be made as to the release of these children following a general assessment of the situation and taking into account the needs of any individuals who may be vulnerable. If necessary, parents should be contacted to confirm that pupils are to be released.

There may be children who will require transportation to enable them to return home safely. It may not be possible to arrange transport immediately. In these circumstances, pupils should remain at the establishment until suitable transport can be arranged. Schools should liaise with their transport providers if closure has to take place.

Providing parents with information as to the on-going situation and timetable for re-opening is important. A number of methods can be used including:

- School answer phone
- School website
- Local Authority website
- Notice at the main school entrance
- Letters to parents home address

Thought should be given as to how parents are made aware of the procedures and the media to be used to inform them of the closure. This may be included in a school information pack.

Where closure occurs during examination periods, schools should liaise with the respective examining body/s to determine the best approach to be taken.

### **Reception Centres**

Following an incident, it may be necessary to set up a reception area.

Consideration will have to be given to the number of parents/next-of-kin required to attend, number of children returning from visits etc, along with the potential for intrusion by the media.

It may be advisable to consider setting up a reception area away from the main site.

Where a trip is returning from over seas, it may be the case that a reception area will be set up at the airport/port.

If the establishment has been evacuated to an alternative site, a suitable reception area should be identified.

## **PHASE IV: MANAGE RECOVERY**

### **Assessing Recovery Needs**

An incident large or small, whether it is natural, accidental or deliberate can result in a loss, disruption or interruption. As far as possible, normal school routine and continuity of education delivery should be maintained.

A preliminary assessment should be made of the damage that may have occurred.

Damage may include physical damage to property or plant and equipment. It may also include harm to employees that may keep them away from work.

Consideration should also be given to the potential damage to the reputation of the organization and the inability to meet statutory obligations.

## Maintaining services

Every effort should be made to maintain services after an emergency. In the case of schools, one of these services is to continue pupils' education. The following may assist in developing plans that can assist in maintaining services.

CRITICAL FUNCTION	CONSIDERATIONS	POSSIBLE CONTINGENCIES
<b>Staffing</b>	<p><i>Think of the following:</i></p> <ol style="list-style-type: none"> <li>1. Who are the key staff and what do they do to keep the school open?</li> <li>2. What would the impact of their absence be and when would it be felt?</li> <li>3. What is the minimum number of staff we need to stay open?</li> <li>4. What skills would any cover staff require?</li> <li>5. Can we cope without certain individuals?</li> </ol>	<ul style="list-style-type: none"> <li>• Provide internal cover (similar role).</li> <li>• Provide internal cover (differing role).</li> <li>• Provide third party cover via agency staff or through mutual aid arrangements.</li> <li>• Regroup pupils.</li> <li>• Reduce or change provision of service to individuals.</li> <li>• Reduce or change provision of service to groups.</li> <li>• Rotate class supervision.</li> <li>• Have multi-class supervision.</li> <li>• Rotate class attendance at school.</li> <li>• Do nothing</li> </ul>
<b>Premises</b>	<p><i>Think of the following:</i></p> <ol style="list-style-type: none"> <li>1. What if we lose examination rooms?</li> <li>2. What if we lose use of some of our classrooms and/or its contents?</li> <li>3. What if we lose use of specialist rooms and/or its contents (e.g ICT)?</li> <li>4. What if we lose administrative or office areas and/or contents?</li> </ol>	<ul style="list-style-type: none"> <li>• Displace less urgent classes or services</li> <li>• Reciprocal agreement with other establishments (spare capacity use or specialist classrooms)</li> <li>• Change curriculum/defer certain specialist lessons until full recovery</li> <li>• Use spare capacity or space within the establishment</li> <li>• Combine remote learning with some school based learning (rota use of classroom space)</li> </ul>

	<p>5. What if we lose some traffic routes or common parts?</p> <p>6. What if we lose gas, electric or water supplies?</p>	<p>available)</p> <ul style="list-style-type: none"> <li>• Have in place appropriate maintenance contracts for speedy recovery of utilities</li> <li>• Pre-assessed use of temporary classrooms in grounds.</li> </ul>
<b>Catering - facilities and catering staff</b>	<p><i>Think of the following:</i></p> <p>1. What if we lose use of catering facilities?</p> <p>2. What if we do not have sufficient catering staff?</p>	<p>The Camden School meals contract has in place contingencies for such eventualities and will implement their plans accordingly. Schools not in the contract should consider the following:</p> <ul style="list-style-type: none"> <li>• Use of third party (agency) staff</li> <li>• Provision of cold meals from outside supplier</li> <li>• Provision of hot meals from outside supplier</li> </ul>
<b>I.T. and Communications</b>	<p><i>Think of the following:</i></p> <p>1. What if we lose telephony?</p> <p>2. What if we lose our I.T servers (either physical damage or software issue)?</p> <p>3. What if we lose hardware?</p>	<ul style="list-style-type: none"> <li>• Use of mobile telephone as back-up.</li> <li>• Dedicated telephone line remote from other system.</li> <li>• Ensure regular remote backup or weekly tape back-up of I.T data.</li> <li>• Provide lessons via hard copy materials rather than I.T.</li> <li>• Keep spare hardware in storage or take from elsewhere.</li> <li>• The IT service provider will have the capability (or will offer a contract) to recover IT equipment and estimated lost data within agreed or estimated timescales.</li> </ul>
<b>Cleaning Staff</b>	<p><i>Think of the following:</i></p> <p>1. What if we do not have</p>	<ul style="list-style-type: none"> <li>• Contractors have in place contingencies for such</li> </ul>

	sufficient cleaning staff?	<p>eventualities and will implement their plans accordingly</p> <ul style="list-style-type: none"> <li>Schools not in the cleaning contract should consider the following:</li> <li>Use of third party (agency) staff</li> </ul>
<b>Records</b>	<p><i>Think of the following:</i></p> <ol style="list-style-type: none"> <li>What if paper versions of pupil or staff related records are lost or damaged</li> <li>How will we recover such information</li> </ol>	<ul style="list-style-type: none"> <li>Keep records in secure, fire proof cabinets</li> <li>Keep electronic versions of all important documentation (e.g scan in)</li> <li>Back up electronic versions (e.g flash drive, CD_ROM)</li> <li>The IT service provider will have the capability (or will offer a contract) to recover IT equipment and lost data within agreed or estimated timescales.</li> </ul>
<b>Coursework</b>	<p><i>Think of the following:</i></p> <ol style="list-style-type: none"> <li>What if hard version of pupil course work is lost or damaged</li> </ol>	<ul style="list-style-type: none"> <li>Keep work in secure, fire proof cabinets</li> <li>Consider what materials can be kept electronically</li> </ul>

## Remote Learning

In the event of a school having to close or partially close for a week or more, it will be necessary to consider how some form of education is to be provided to pupils via remote learning.

Objectives as to what is reasonable should be realistic with as broad a curriculum being provided as is reasonable within the circumstances. It must also be accepted that fully personalised learning, particularly to SEN children could not be offered to as high a standard.

There are three options available for the delivery of remote learning:

- An IT based managed learning platform using web-based materials that give pupils home access
- Hard copy learning materials using text books, worksheets etc
- A combination of both electronic and hard copy

Establishments should determine which method is to be employed, or whether a combination of both is to be used.

If closure were to occur close to a long holiday period, the impact may not be as severe as if the closure was to occur at the start of term.

### ***Electronic Learning***

For the strategy to be based upon IT systems, the school must determine the proportion of pupils with reliably accessible IT facilities at home and who has access to the appropriate school systems from their home.

### ***Learning material requirements***

It is important that materials reflect the curriculum as closely as possible at the time of closure although it is accepted that the full curriculum cannot be delivered remotely. Decisions will have to be made as to what materials will be required in terms of design and content, based upon the curriculum requirements and any other sources of information that are made available.

Material will have to reflect each school year curriculum and should also take into account requirements of any pupils with SEN.

### ***Timing of preparation***

An estimation should be made as to how long it will take to design, prepare, upload and/or print appropriate learning materials (either hard copy or electronic) and when delivery to pupils can commence.

It may be advisable to prepare some core general materials for immediate use on closure, thereby allowing some form of education to take place as other materials that better reflect the curriculum are prepared. It should be sufficient to prepare 1 weeks worth of materials.

Such materials may also be made available nationally either on television or internet. Where pupils do not have internet access, they should be downloaded and delivered to pupils in the manner indicated below.

### ***Quantity of materials to be prepared***

How much material to prepare will be driven by the length of closure. In general terms, the longer the closure, the more remote learning material will have to be prepared. Decisions will have to be made as to whether preparation is a one-off event or whether it is an on-going exercise with material being prepared to a schedule.

This may be particularly useful when the closure is long-term.

For hard copy material preparation, it should be ensured that the establishment has sufficient capacity and resources to print the materials necessary.

### ***Method of delivery***

For electronic materials the method of delivery will either be direct to each pupil via e-mail or onto a learning platform, where pupils can gain access.

Consideration may also have to be given to pupil and staff instruction and training in the use of electronic systems.

Hard copy materials can be delivered via the postal or courier system. A cheaper option can be for pupils/parents to collect materials from the school.

If this option is selected, collection times for each class should be staggered so as to prevent too many people gathering at the school at anyone time (thereby negating the need for closure on health grounds).

### ***Remote support***

Where remote learning is to be provided, it may be necessary to provide some form of support so that any questions pupils may have can be answered. This can be via a dedicated e-mail address for the school or teacher or by a dedicated telephone line. It is important to set up a system so that pupils are aware of when support is available, particularly for the secondary sector where specialist support could be required in certain subjects.

For those with electronic learning platforms, it may be possible to set up a site where pupils may also discuss any issues, although this approach may require some form of 'policing' to ensure the site was not abused.

### ***Method of collection and marking***

A deadline for completion of work and its collection should be set. Methods of collection will reflect those for delivery.

### ***Will we have access to our electronic learning platform remotely from the establishment?***

This should be determined as part of the initial planning for an incident. Where electronic learning platforms are to be utilized, it should be ensured that this can be accessed and developed remotely from the school site.

### ***Will we have access to curriculum information if we cannot gain access to our establishment?***

To develop appropriate materials (either electronic or hard copy), it may be necessary to have access to the appropriate curriculum materials so that this can be reflected in any materials developed for remote learning. If access is denied to the site, it may be possible to gain access to materials via other establishments.

## **Post-Closure Issues**

Following any extended closure, schools should make a determination as to the short-fall in education. Priorities for 'catching up' may have to be identified although the Government has stated that there will be no expectation on staff to work extra hours.

## **Return to School - Planning**

Where an incident has resulted in the closure of the establishment for a period of time, a number of issues may need consideration prior to the school re-opening.

This may include:

- Any special arrangements required for those directly involved in an incident
- Planned support for emotional needs of staff and pupils
- Briefing of staff and pupils in relation to the emotional support available and on how best to support individuals
- Arrangements to manage missed course work or examinations

- Adjusting of workloads for members of staff returning (if returning as part of rehabilitation)

### **Debrief**

Lessons can normally be learnt from any incident or unwanted event that has taken place. As such, the actions taken during an incident should be reviewed and staff involved debriefed.

It should also be borne in mind that following an incident, further investigations may be undertaken by the local authority, enforcing authorities or the Police. To assist in this and to enable a full report to be prepared, all relevant information should be collated. This will include:

- Incident information and log sheets
- A copy of the Incident Management Plan
- Witness statements (if taken)
- CCTV
- Letters sent to parents/guardians
- Any other related documentation (such as relevant risk assessments)

A full internal report should be prepared of the incident and the actions taken in response. This should be made available to the Chair of Governors and Director of Supporting People, Camden Council.

### **CONTACTS LIST**

In any emergency, good communication is vital. To ensure that communication can take place, it is important to ensure that up-to-date contact details of all relevant parties are collated, maintained and attached to the Emergency and business continuity Plan. See page 6 for Council contacts and page 32 for the start of your contact list.

# Business Continuity and Emergency Plan

for

*ARGYLE PRIMARY SCHOOL*

*TONBRIDGE STREET, WC1H 9EG*

## INTRODUCTION

This plan provides generic guidance on actions that should be considered by the Headteacher, their nominated deputy, and the school management team in case of an emergency in school, on an educational visit and in the wider community.

The accompanying guidance (section A) is an integral part of the Business Continuity and Emergency Plan and should be referred to when developing and utilizing the Plan.

Any emergency affecting a school may afterwards be the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about the response to the incident is lost.

Date of issue: Spring 2022	Date of next review: Spring 2024
Copies of this Plan are kept at: <ul style="list-style-type: none"> <li>• School Emergency Pack (Grab Bag)</li> <li>• Headteacher's Office</li> <li>• Front office</li> <li>• Premises office</li> <li>• Off site at a suitable secure location(s)</li> <li>• In an electronic format that can be accessed on/off-site</li> </ul>	
Person/s responsible for reviewing plan: Jemima Wade, Headteacher	

## ROLES & RESPONSIBILITIES

The School Plan should ensure that suitable members of staff are identified to fill the following roles.

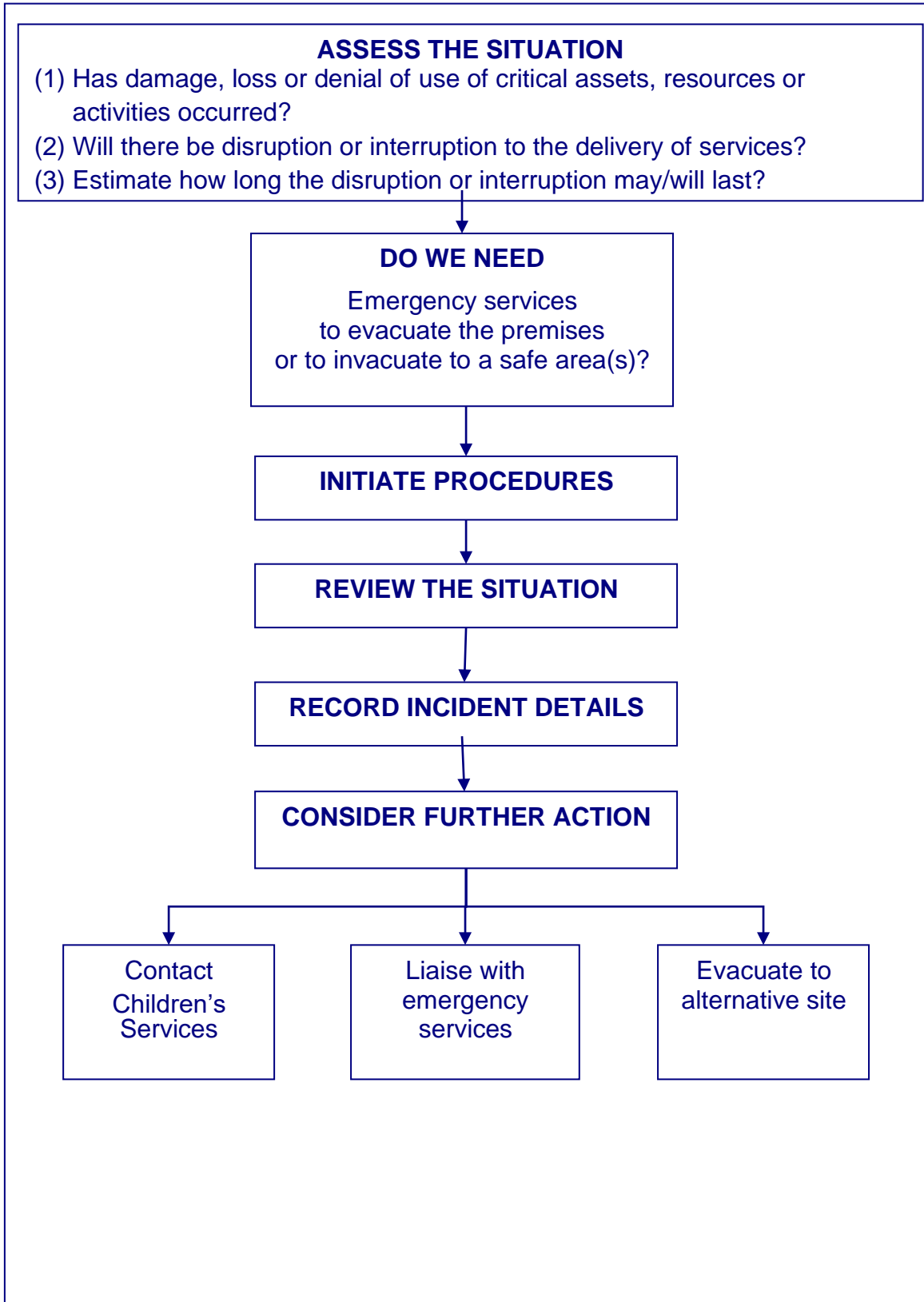
Each role should also have a deputy(ies), in case the principle member of staff is absent.

To assist post-holders, 'Job cards' have been developed (**SECTION C**).

ROLE	POST HOLDER	DEPUTY
<b>INCIDENT MANAGER</b>	Jemima Wade	Bernie Mukasa Reena Merali
<b>NEXT-OF-KIN/PARENT LIAISON</b>	Jemima Wade supported by Ferdousi Hussain/Maurrissa Campbell	Deputy Head supported by Ferdousi Hussain/Maurrissa Campbell
<b>ADMINISTRATOR</b>	Bernie Mukasa	Kareen Baker

<b>SITE</b>	Robbie Baxter/Mary Keegan	Mary Keegan/Robbie Baxter
<b>COMMUNICATIONS</b>	Mark Chesher	Laura Brown
<b>CASUALTY AND WELFARE</b>	Kareen Baker	Shahzada Akhtar
<b>EDUCATIONAL VISITS</b>	Ferdousi Hussain	Kareen Baker

# PHASE I: IMMEDIATE ACTION



## EVACUATION AND LOCKDOWN PROCEDURE

Information	School plan information
Signal to be used to evacuate to the assembly point:	Fire alarm
Location of assembly point:	KS2 playground
Signal to be used to lockdown to a safe place:	Special alarm
Location of safe place:	Any lockable room – all classrooms and offices now lockable

On hearing the relevant signal, all staff, pupils and visitors will evacuate or lockdown the premises in an orderly manner.

All teachers in control of a class will:

- Lead children by the nearest safe route to the assembly point/safe area
- Carry out the roll call procedure
- Notify the incident manager of any persons unaccounted for
- Ensure children remain at the assembly point/safe area
- Await further instruction from the incident manager

Vulnerable persons will be evacuated/invacuated (in a lockdown) in accordance with the personal emergency evacuation plans developed for those individuals. Copies are attached to this plan.

On hearing the evacuation signal:

Information	School plan
The Emergency Pack will be collected by:	Ferdousi Hussain
School Registers will be collected by:	Maurrissa Campbell
School visitors book will be collected by:	Maurrissa Campbell
Children's medications will be collected by:	Kareen Baker
First aid box will be collected by:	Kareen Baker
Detail here role call procedures:	Staff check own class and raise register when all accounted for
Staff in charge of the kitchen will take the following action:	Evacuate/Invacuate
Staff in charge of breakfast clubs will take the following action:	Evacuate/Invacuate as required.

Staff in charge of extended services/after school clubs will take the following action:	Use late book and club registers to account for children
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**INCIDENT INFORMATION SHEET**

Information about an incident may come from a number of sources. Whoever receives the alert should ask for, and record, as much information as possible.

<b>INCIDENT DATE:</b>	<b>TIME:</b>
<b>INCIDENT LOCATION:</b>	
<b>WHAT HAPPENED</b>	
<b>CASUALTIES</b> (Number/nature of injuries)	
<b>EMERGENCY SERVICES</b> Those involved/advice given	
<b>EVACUATION</b> On-site evacuation or evacuation to alternative safe place	
<b>DAMAGE TO PROPERTY</b> Details of any known damage	
<b>HAZARDS</b> Any known continuing hazards	

## INCIDENT INFORMATION SHEET: EDUCATIONAL VISITS

Information about an incident may come from a number of sources. Whoever receives the alert should ask for, and record, as much information as possible.

DATE:	TIME:		
CLASS INVOLVED:			
PERSON IN CHARGE:			
PERSON REPORTING INCIDENT:			
PLACE BEING VISITED:			
LOCATION OF INCIDENT:			
WHAT HAPPENED			
CASUALTIES (Number/nature of injuries)			
CASUALTY LOCATION/S (e.g hospital)			
LOCATION OF SCHOOL PARTY (e.g. hotel)			
ADVICE FROM EMERGENCY SERVICES			
OTHER ACTION TAKEN			
NUMBER OF PEOPLE ON VISIT	PUPILS	TEACHERS	OTHER

## CONTACTING CAMDEN COUNCIL SERVICES

The incident manager will contact services in Supporting People to inform them of the incident.

**Daytime Hours** 020 7974 4221 Director or relevant contact on page 6

**Out-of-Hours** 020 7974 4444 ask to speak to the duty Emergency Planning Officer

**THESE NUMBERS SHOULD NOT BE GIVEN TO THE PRESS, PARENTS OR PUBLIC**

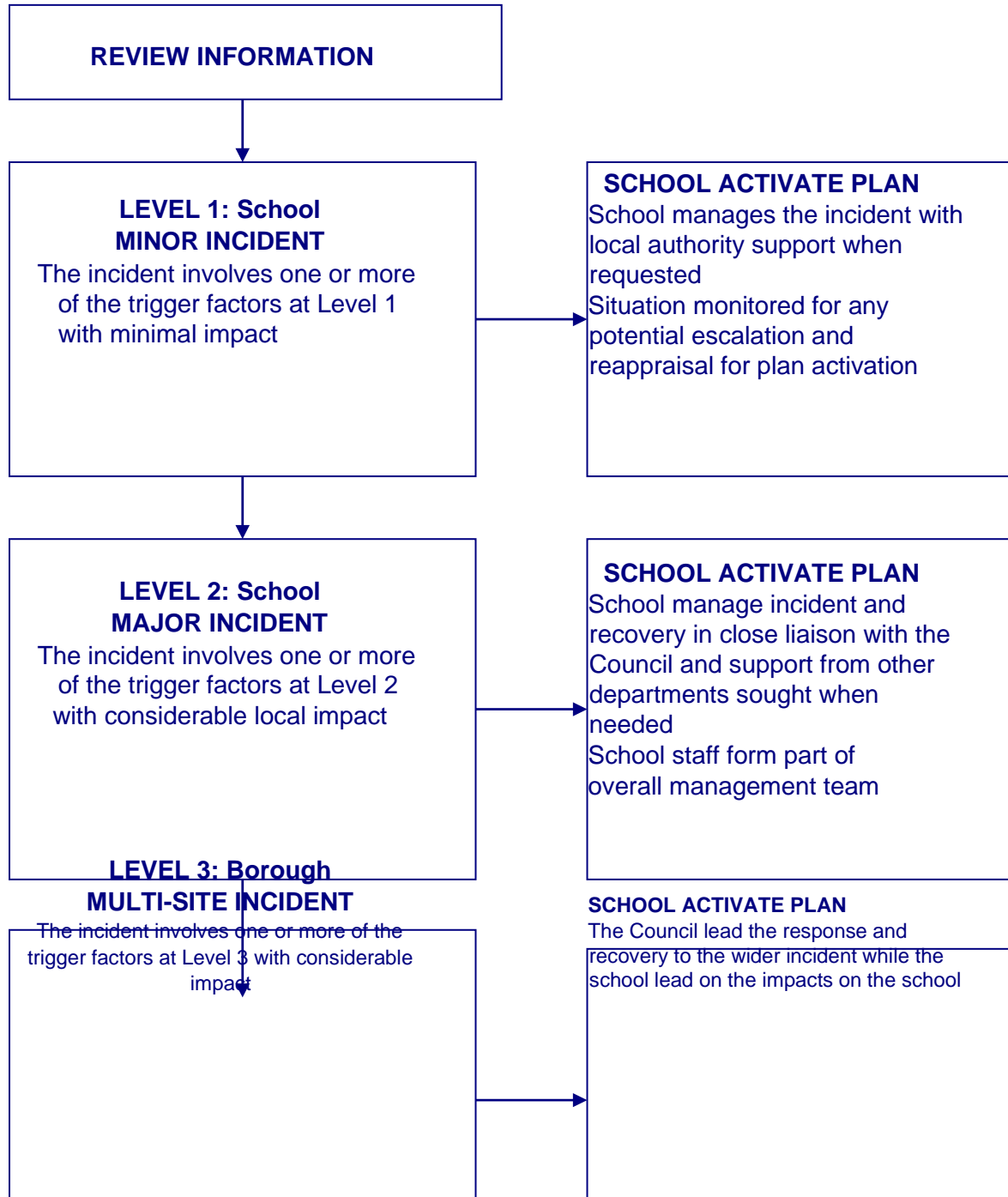
### SITE EVACUATION PROCEDURES

Details of procedures to be followed when traveling to alternative site (e.g. travel plan, known hazards etc) should be attached.

Information	School business continuity plan information
<b>Site 1 Name</b>	<b>Coram's Fields Playcentre</b>
Type of premise	Playcentre
Contact name/detail	Admin Office – 0207 837 6138
Address	Guilford Street, London WC1N 1DN
Directions/map	Walk south down Judd Street
Estimated travel time	15 minutes walking
Facilities	Shelter, playspace, toilets
<b>Site 2 Name</b>	<b>Regent High</b>
Type of premise	Secondary School
Contact name/detail	Gary Moore, Headteacher – 0207 387 0739 Or Richard Harrison
Address	Chalton Street, London NW1 1RX
Directions/map	Walk north along Chalton Street
Estimated travel time	15 minutes walk
Facilities	All facilities available at a secondary school

## PHASE II: PLAN ACTIVATION

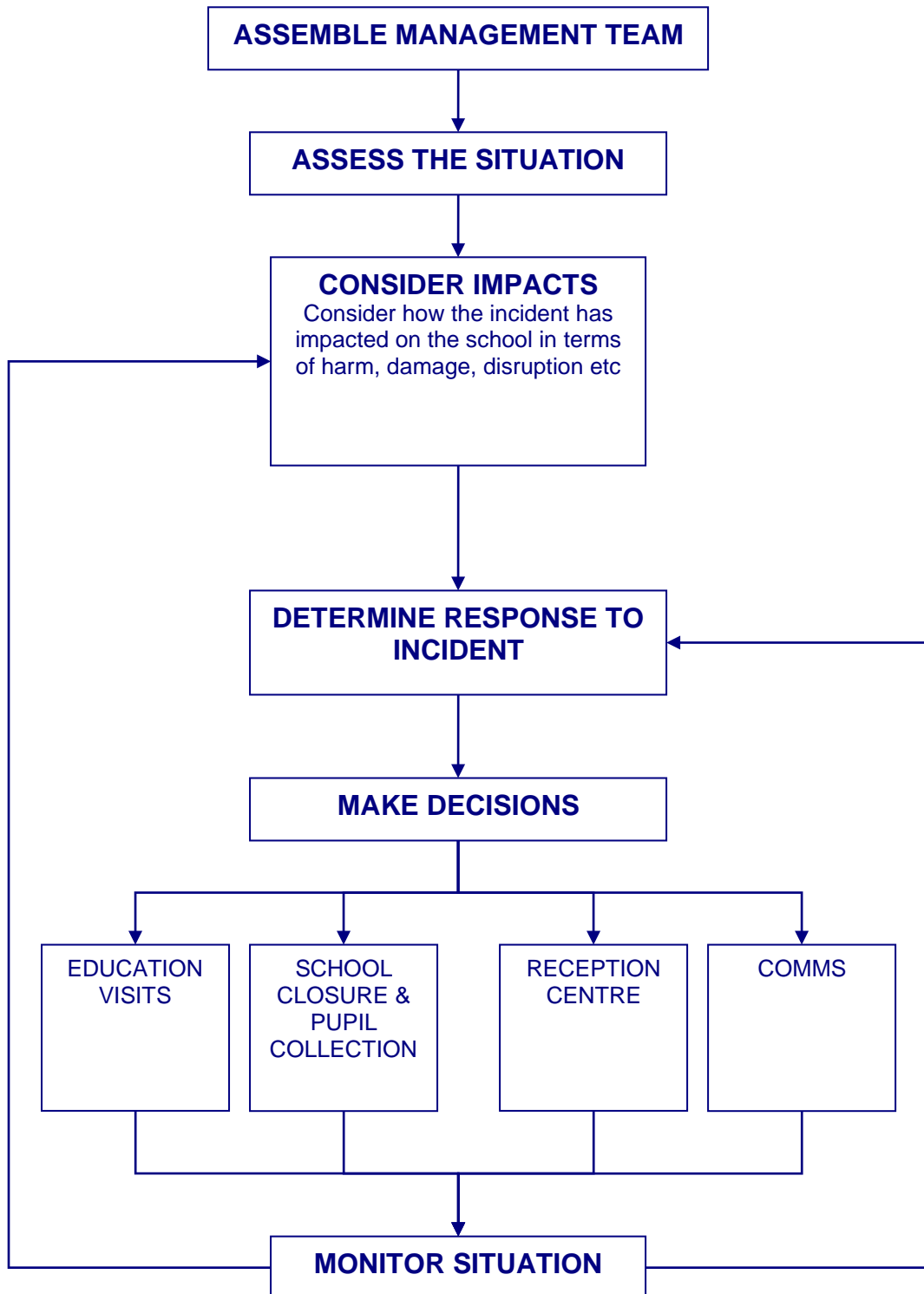
The following flowchart and trigger levels can be used to determine what further action is required in relation to the incident. This may be done in conjunction with CSF senior managers.



### ACTION TRIGGER LEVELS (for illustration)

<b>FACTOR</b>	<b>LEVEL 1 School minor incident</b>	<b>LEVEL 2 School major incident</b>	<b>LEVEL 3 Borough incidents</b>
<b>PREMISES</b>	Minor or moderate loss/denial of access to main school building or ancillary buildings	Major or complete loss/denial of access of main school building and/or ancillary buildings	Widespread levels of loss/denial of access to a number of establishments
<b>PEOPLE</b>	Single person involved with minor injuries or harm requiring local first aid provision	Single person involved serious injuries/death or multiple casualties requiring professional treatment Potential serious harm to persons (e.g. abduction)	Multiple deaths or injuries requiring professional treatment across numerous sites
<b>SCHOOL TRIPS</b>	Single person involved with minor injuries or harm Local trip capable of returning to school unassisted	Single person involved serious injuries/harm or multiple minor casualties School trip domestic or overseas requiring assistance to return home	Multiple deaths or serious injuries Numerous school trip parties unable to return home (domestic or overseas)
<b>UTILITIES</b>	Partial loss of a utility for a short period of time Limited damage to plant and equipment	Loss of numerous utilities for a week or more Major damage to various items of plant and equipment	Complete loss of all utilities in numerous sites with extensive damage to plant and equipment
<b>ICT</b>	Loss of administrative or educational data and hardware. Short-term loss of communication systems	Loss of schools network and/or communications systems Loss of school related Council systems	Total loss of all Council and schools ICT system
<b>SUPPLIERS</b>	Short term loss of local school contractors	Loss of specific critical contractors for extended period of time	Total loss of borough wide contractors (cleaning and catering) for extensive period of time
<b>EDUCATIONAL MATERIALS</b>	Limited loss of educational materials and coursework	Total loss of all educational materials and coursework - single site	Total loss of educational materials and coursework in numerous sites
<b>OTHER</b>			

# PHASE III: MANAGE THE RESPONSE



## INCIDENT TEAM ACCOMMODATION

**School Site**

Location	
Incoming call line	

**Off Site 1**

Location	
Incoming call line	

**Off Site 2**

Location	
Incoming call line	

## TACTICS: COMMUNICATION

<b>Notification of incident and provision of ongoing information:</b>	<b>School business continuity plan notes (if needed)</b>
<ul style="list-style-type: none"> <li>Identify who will need to be informed of incident (e.g. pupils, parents, governors etc)</li> </ul>	
<ul style="list-style-type: none"> <li>Determine the information that needs to be provided about the incident</li> </ul>	
<ul style="list-style-type: none"> <li>Determine how the information is to be provided (e.g. letter to parents, parent call, website, pupil/staff briefings etc)</li> </ul>	
<ul style="list-style-type: none"> <li>Decide who is responsible for delivering what message to what persons</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure that messages are authorized before they are delivered</li> </ul>	
<ul style="list-style-type: none"> <li>Keep under review information and messages as incident progresses</li> </ul>	
<p>Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.</p>	

<b>Incoming enquiries and requests for information:</b>	<b>School business continuity plan notes (if needed)</b>
<ul style="list-style-type: none"> <li>Prepare a response for parents/next-of-kin</li> </ul>	
<ul style="list-style-type: none"> <li>Nominate person to respond to enquiries</li> </ul>	
<ul style="list-style-type: none"> <li>For parents/next-of-kin obtain confirmation of identity before providing information</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure a direct contact number is available for incoming calls</li> </ul>	

• Prepare a message on the school answer machine	
The following action should be taken where press enquiries are made	
• If necessary seek advice from the Camden communications team	
• Prepare a written statement	
• Brief staff and if necessary pupils on talking to media	
• Advise parents/next of kin on talking to media	

### **TACTICS: DISRUPTION TO EDUCATIONAL VISITS**

The following action should be taken:	School business continuity plan notes (if needed)
• Identify all educational visits that are underway	
• Identify those educational trips that may be directly and indirectly affected by the incident	
• Contact group leaders for those groups identified as being affected	
• Consider if the educational trip members need to return from the trip	
• Make arrangements for the trip to return or for parents/next-of-kin to attend location	
• Overseas trips liaise with British Embassy/Consulate, Foreign Office, tour operator, Insurers	
• UK trips liaise with other local authority, local emergency services, tour operators, visit centres etc	

## TACTICS: SCHOOL CLOSURE

The following action should be considered:	School business continuity plan notes (if needed)
<ul style="list-style-type: none"> <li>Assess the need to close the school fully or partially based upon the information available</li> </ul>	
<ul style="list-style-type: none"> <li>Assess the need to close additional services that are provided (e.g. breakfast clubs, after school clubs etc)</li> </ul>	
<ul style="list-style-type: none"> <li>Identify any transport needs particularly for pupils with special needs</li> </ul>	
<ul style="list-style-type: none"> <li>Put in place children collection and release procedures</li> </ul>	
<ul style="list-style-type: none"> <li>Determine method for informing parents of school closure</li> </ul>	
<ul style="list-style-type: none"> <li>Inform parents of closure and of collection procedures</li> </ul>	
<ul style="list-style-type: none"> <li>Put in place arrangements for pupils who are not collected</li> </ul>	
<ul style="list-style-type: none"> <li>Identify who else will need to be informed of closure/partial closure (e.g. CHS, Chair of Governors, corporate communications)</li> </ul>	
<ul style="list-style-type: none"> <li>Identify procedures for keeping stakeholders informed of ongoing closure</li> </ul>	
<ul style="list-style-type: none"> <li>Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure the security of the school premises during period of closure.</li> </ul>	

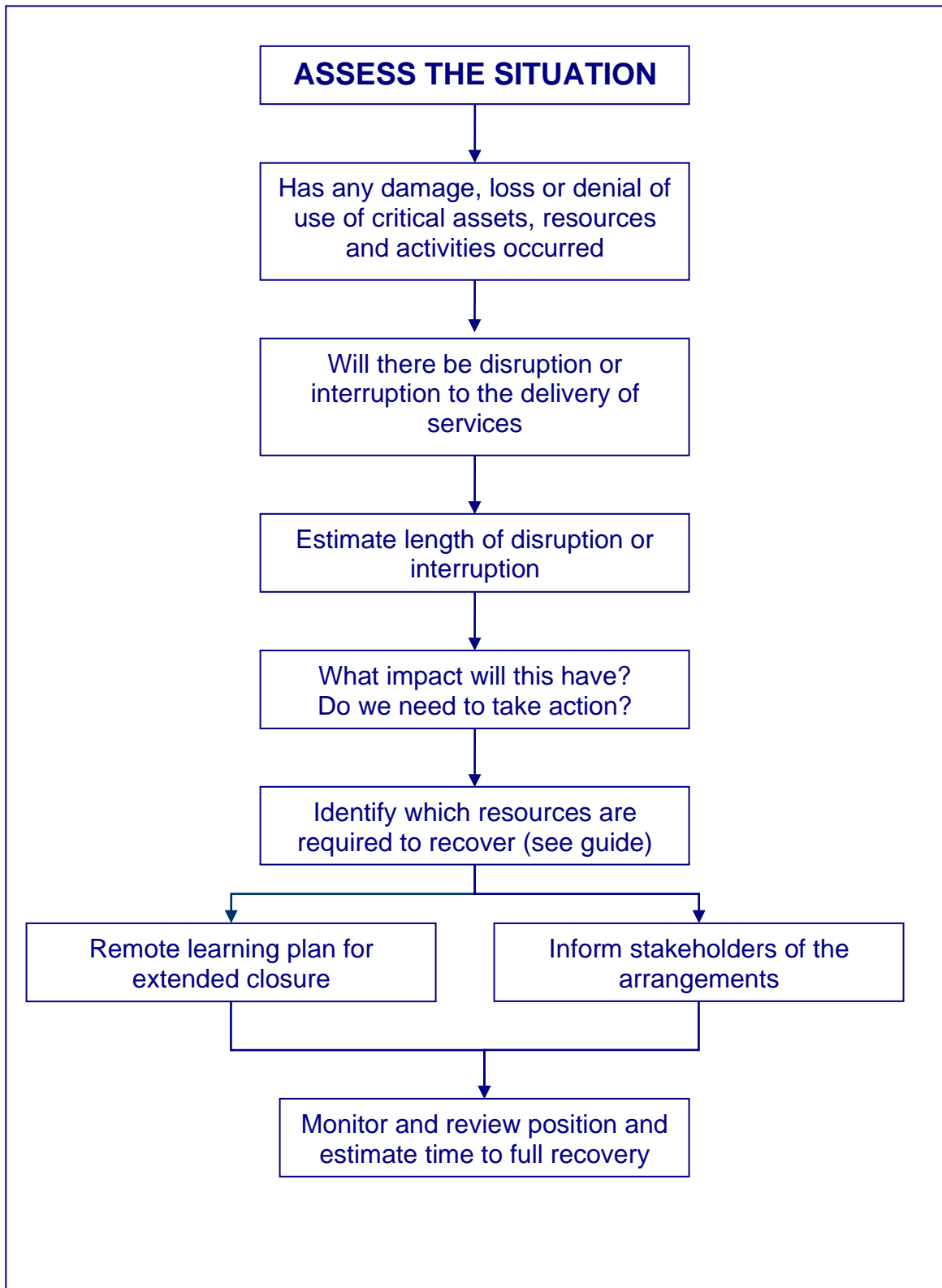
## TACTICS: RECEPTION CENTRE

The following action should be considered:	School business continuity plan notes (if needed)
<ul style="list-style-type: none"> <li>• Determine if parents/next-of-kin of those harmed/involved will need to attend the school/alternative site</li> </ul>	
<ul style="list-style-type: none"> <li>• Determine if pupils need to be collected from school or an alternative site following site evacuation/school closure</li> </ul>	
<ul style="list-style-type: none"> <li>• Consider how many parents/next-of-kin may need to be accommodated</li> </ul>	
<ul style="list-style-type: none"> <li>• Consider if the police or other agencies will need to speak to parents/next-of-kin</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify areas that can be used as reception centres</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify sufficient staff to be present at the reception centre and brief them</li> </ul>	





## PHASE IV: MANAGE RECOVERY



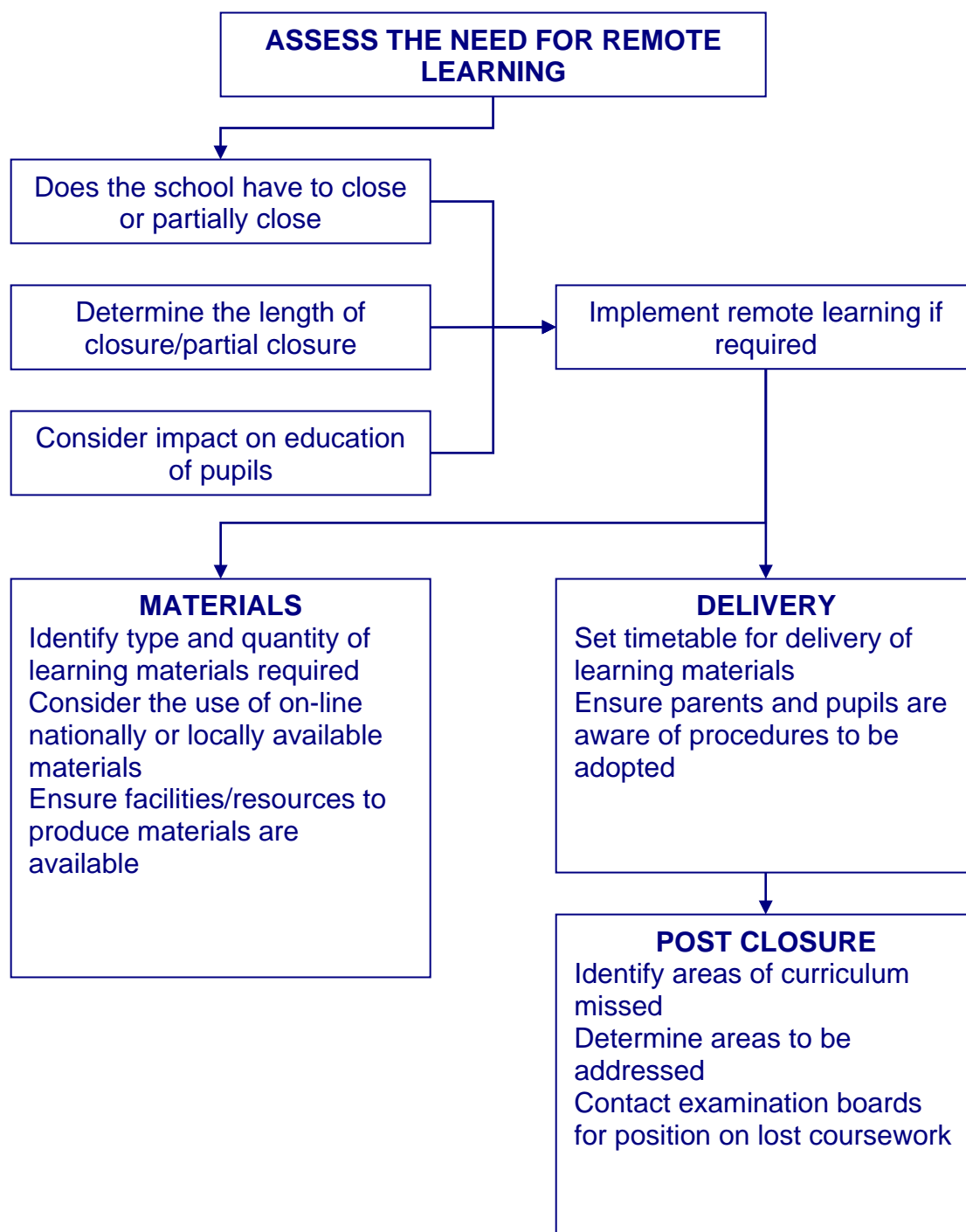
## POTENTIAL IMPACTS OF INCIDENT

AREA	POTENTIAL INCIDENT IMPACTS From which you may have to plan to recover
Education	Disruption to examinations Disruption to general education Lost teaching days Loss of coursework (hard copy/electronic)
Educational Visits	Loss of contact with school party/group leader School party unable to return on-time School party stranded overseas School party stranded in UK
Pupil welfare/well-being	Major injury or harm to pupil/s Concern/upset over friends involved Loss of supervision and behavioural issues Loss of support for SEN children Loss of free school meals Ongoing health and safety concerns (e.g. cold)
Parents/Guardians	Large number of enquiries to school Parents unable to get information (site evacuated) Parents arriving at school site Concern/anger over failure in duty of care
Premises	Denial of access to premises (whole or partial) Damage to property, assets and facilities Loss of vital utilities Loss of ICT and communications Loss of supplies and suppliers
Press/Media	Large number of press enquiries Press arriving at scene Press intrusion (pupils, parents, staff) Social media use by staff, pupils, parents, press
Extended Services	Disruption to service delivery    Loss of income
Staff	Major injury or harm to member of staff Loss of key staff members Insufficient staff Stress and psychological issues over colleagues Loss of personal goods and information
Statutory	Breach of statutory duty Crime scene and crime investigation Enforcing authority investigation LBHF investigation
Health	Pandemic flu in the community or school    Hazardous substances

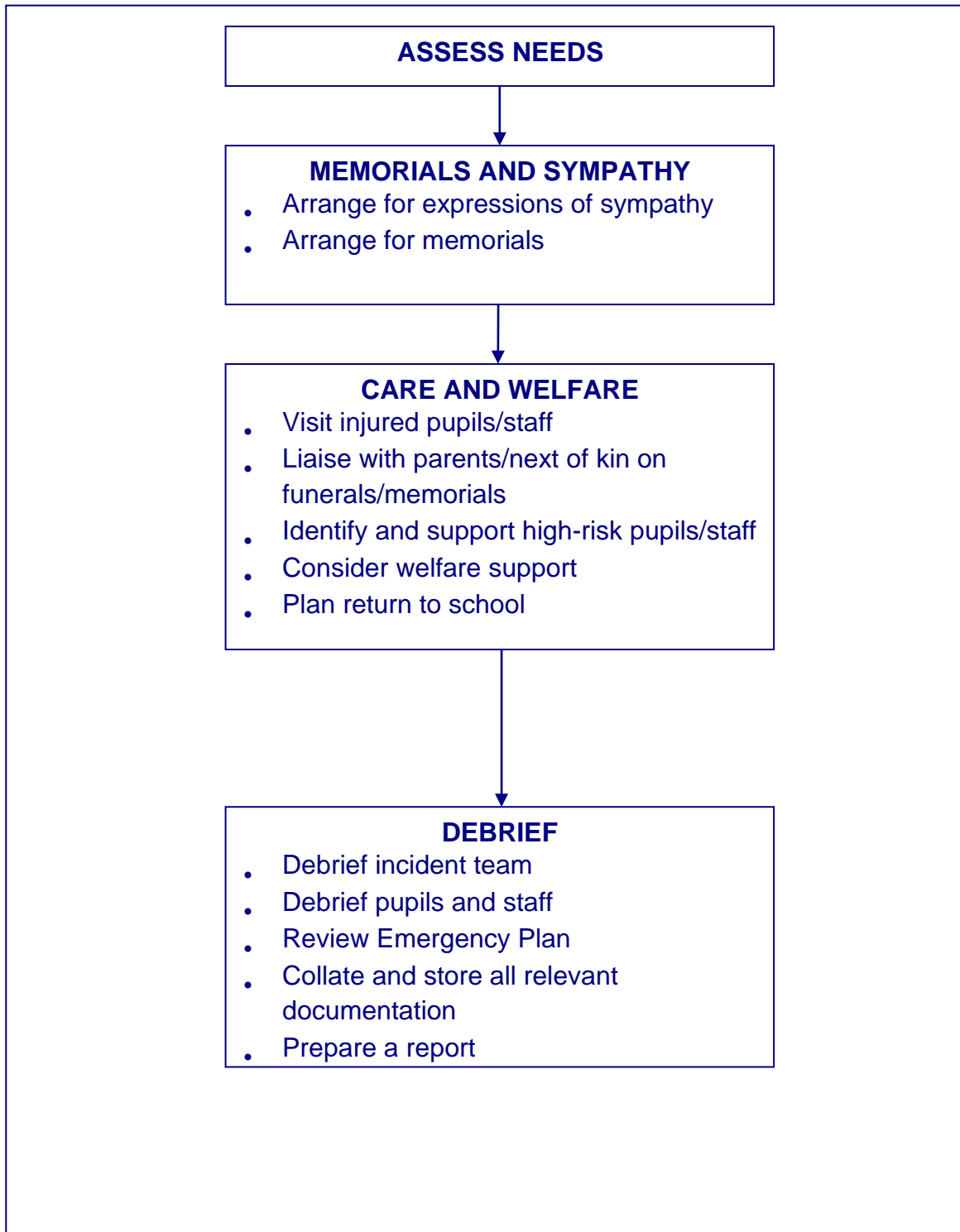
## TACTICS: RESPONSE AND RECOVERY

The following action should be considered:	<b>School business continuity plan notes (if needed)</b>
<ul style="list-style-type: none"> <li>• Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.</li> </ul>	
<ul style="list-style-type: none"> <li>• Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).</li> </ul>	
<ul style="list-style-type: none"> <li>• Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.</li> </ul>	
<ul style="list-style-type: none"> <li>• Work with school staff and other organisations to restore the usual school routine as a matter of urgency.</li> </ul>	
<ul style="list-style-type: none"> <li>• Put in place arrangements for remote learning, if necessary.</li> </ul>	
<ul style="list-style-type: none"> <li>• Work with the 'communications' role to ensure staff, pupils and parents/carers are informed of any changes to the school routine.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.</li> </ul>	

## REMOTE LEARNING PLAN



## WELFARE AND DEBRIEF



### TACTICS: WELFARE AND SUPPORT

The following action should be considered:	School business continuity plan notes (if needed)
<ul style="list-style-type: none"> <li>Establish arrangements to meet the welfare needs of pupils, staff, parents/carers, visitors and responders.</li> </ul>	
<ul style="list-style-type: none"> <li>Identify those who may require additional support SEN, medical, etc</li> </ul>	
<ul style="list-style-type: none"> <li>Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.</li> </ul>	
<ul style="list-style-type: none"> <li>Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.</li> </ul>	
<ul style="list-style-type: none"> <li>Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.</li> </ul>	
<ul style="list-style-type: none"> <li>Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.</li> </ul>	
<ul style="list-style-type: none"> <li>Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.</li> </ul>	

## Section C – business continuity emergency job cards

Use these cards in an incident to help to plan and track basic actions

### JOB CARD 1: INCIDENT MANAGER

**PRIMARY FUNCTION:** Coordinates the school response to the incident and manages the school team.

<b>REACT</b>	Establish a basic overview of the incident	
	Determine if blue light services are required	
	Determine whether to evacuate/lockdown premises or site	
	Gather basic information (Incident Information Sheet)	
	Inform Children Schools and Families of the incident	
<b>RESPOND</b>	Determine if emergency plan requires activation	
	Identify who needs to be informed of the incident	
	Assign staff members to management team roles	
	Gather management team together at designated location	
	Ensure staff are clear on designated responsibilities	
	Re-assess the situation	
	Consider incident impacts and determine initial response	
	Ensure Decision Log is started	
	Implement Tactics: Communications	
	Implement Tactics: Educational Visits	
	Implement Tactics: School Closure	
	Implement Tactics: Reception Centre	
	Continue to liaise with other agencies/blue light services	
	Monitor the situation, continue to take decisions and record actions	
<b>RECOVER</b>	Assess the situation with other stakeholders (LEA, insurance etc)	
	Determine interruptions and disruptions and how long they will last	
	Identify potential impacts and action to be taken	
	Identify resources required to recover	
	Consider how normal school life may be maintained	
	Consider the need for remote learning	
	Ensure stakeholders are kept informed	
	Ensure post-incident support is available	
	Complete any necessary forms and paperwork	
	Arrange a debrief for staff	
	Represent school at other debriefs and if necessary produce report	
	Review emergency plan	
Share lesson learnt with other schools		

## 2: PARENT LIAISON

**PRIMARY FUNCTION:** Acts as the link and point of contact between the school and the parents/guardians of school pupils.

<b>REACT</b>	Assist with evacuation/lockdown if parents on-site	
	Obtain up-to-date list of parent contact details for all pupils	
	Provide parent contact details to police where requested	
	Liaise with 'Casualty & Welfare' to identify pupils that may be casualties and provide parent contact details	
	Liaise with 'Casualty & Welfare' to identify pupils that may be vulnerable and provide parent contact details	
	Liaise with 'Casualty & Welfare' and emergency services to identify pupils that may be missing and provide parent contact details	
<b>RESPOND</b>	Liaise with 'Communications' to identify dedicated telephone for incoming calls from parents and answer calls to pre-prepared message (see Tactics: Communication)	
	Liaise with 'Communications' to prepare outgoing message/s for parents and method of delivery (see Tactics: Communication)	
	Liaise with 'Casualty & Welfare', 'Communications' and police over communication with parents of pupils who are casualties, missing or vulnerable	
	Implement 'School Closure' procedure where necessary (see Tactics: School Closure)	
	Liaise with 'Casualty & Welfare' and 'Educational Visits' to identify appropriate reception area for parents (on-site or off-site)(see Tactics: Reception Centre)	
	Identify appropriate number of staff required to manage the reception area	
<b>RECOVER</b>	Implement 'Remote Learning' plan where necessary	
	Keep parents informed of recovery procedures/school reopening timetable	
	Where appropriate, obtain and offer further contact numbers to parents for support or additional information	
	Keep parents informed of memorials, sympathy arrangements etc	
	Inform parents of school re-opening procedures	
	Review procedures and attend debriefs	

### JOB CARD 3: ADMINISTRATOR

**Primary Function:** Supports Incident Manager on initial actions. Maintains a central decision log and records any information received or relayed. Provides general support to other team members.

<b>REACT</b>	Contact emergency services when requested by Incident Manager	
	Initiates evacuation/lockdown procedures when requested by Incident Manager	
	Collect 'School Emergency Pack' (grab bag)	
	Collect copy of Business Continuity and Emergency Plan and Guidance	
	Contact alternative evacuation site/s where necessary	
	Gather basic information and complete Incident Information Sheet with Incident Manager	
<b>RESPOND</b>	Inform relevant parties identified by Incident Manager of incident/plan activation	
	Ensure those with incident management roles/responsibilities meet at pre-arranged location	
	Ensure that refreshments, supplies and equipment required are available	
	Commence master log of decisions and actions taken	
	Continue to collate incident updates and relevant information	
	Provide support and assistance to other team members	
<b>RECOVER</b>	Arrange debriefs for staff involved in managing the incident	
	Attend debriefs and take notes	
	Review 'Administrator' procedures	
	Collate all relevant information, documentation and other related data	
	Ensure records and documents related to the incident are archived securely	
	Provide records and documents to relevant external agencies when requested	

#### 4: SITE

**PRIMARY FUNCTION:** Supports other team members with premises related issues and ensure the security of the site and those occupying the site.

<b>REACT</b>	Support 'Administrator' in implementing evacuation/lockdown procedures	
	Collect 'Premises Information' folder and provide information to emergency services	
	Meet emergency services and ensure that they can gain access where needed	
	Act as liaison between emergency services and management team if site is evacuated	
	Prevent access to the site by unauthorized persons or to ensure the safety of others	
	Ensure on-site assembly point remains secure and safe	
<b>RESPOND</b>	Liaise with 'Administrator' to ensure on-site facilities, if required have the necessary supplies and equipment	
	Liaise with 'Parent Liaison', 'Casualty & Welfare' and 'Educational Visits' to identify safe and secure reception areas	
	Prevent unauthorized persons/media from entering the premises	
	Assist in recording details of authorized visitors to the site and provide means of identification	
	Ensure parents/next-of-kin are directed to appropriate reception areas	
	Take action to secure premises if school is closed or points of access have been damaged	
<b>RECOVER</b>	Assist in identifying any damage or losses to the site, plant and equipment	
	Liaise with contractors, insurers, salvage experts and loss adjusters to make site safe and assess damage	
	Provide information to management team of estimated timescales for repair and restoration	
	Work with suppliers to replace plant and equipment lost or beyond repair	
	Identify suitable locations for leaving of sympathy message, flowers etc	
	Maintain security of premises during any period of extended closure	

## 5: COMMUNICATIONS

**Primary Function:** Coordinates all communications functions and acts as liaison between school and local authority press officer.

<b>REACT</b>	Assist in evacuation/lockdown of the site and alerting staff of incident	
	Obtain details of incident from 'Administrator'	
	Liaise with emergency services in responding to immediate media enquiries	
	Liaise with 'Parent Liaison' in responding to immediate parent enquiries	
	Inform and seek support and information from LA communications officer	
	Report serious incidents to the appropriate authorities	
<b>RESPOND</b>	Prepare basic facts statement in conjunction with LA press officer and advise staff on talking to parents and press	
	Liaise with 'Parent Liaison' to identify dedicated telephone that can be used for incoming calls	
	Liaise with press officer to identify dedicated line that can be used for media incoming calls	
	Ensure those answering incoming enquiries are aware of the approved message to give	
	Liaise with 'Casualty & Welfare', 'Parent Liaison' and police over contacting parents of pupils who are casualties, missing or vulnerable	
	Identify strategy to be used to provide out going information on incident, school closure etc (see Tactics: Communication)	
	Liaise with 'Site' to ensure media do not gain unauthorized access to the site, staff or pupils	
	Liaise with 'Administrator' to gather information as incident progresses	
	Monitor media response to incident in conjunction with press officer and react accordingly	
<b>RECOVER</b>	Keep media informed of developments in the recovery process	
	Be aware of media interests/potential intrusion into memorials etc	
	Liaise with 'Parent Liaison' and 'Casualty & Welfare' to provide advice and guidance to parents on talking to the media	

## 6: CASUALTY & WELFARE

**PRIMARY FUNCTION:** Coordinates initial response to casualties and acts as point of contact for next-of-kin/parents of pupils

<b>REACT</b>	Assist with any evacuation/lockdown of those with vulnerabilities	
	Coordinate actions involving first aid and administration of medicines	
	Ensure all persons are accounted for/report on missing persons	
	Identify any vulnerable persons directly/indirectly involved in the incident	
	Record details of those injured/missing etc and liaise with 'Parent Liaison'	
	Keep accurate records of anyone admitted to hospital or treated by the emergency services	
<b>RESPOND</b>	Establish arrangements necessary to meet welfare needs of pupils, staff, parents, visitors	
	Liaise with 'Communications', Parent Liaison' and police regarding contacting parents/next-of-kin of those harmed, missing etc	
	Organise for a member of staff to attend hospital/s where those harmed have been taken	
	Liaise with 'Parent Liaison' and 'Site' to ensure parents can collect vulnerable pupils at appropriate reception area	
	Monitor the on-going well-being of pupils and staff directly involved but unharmed	
	Seek support and advise from LA educational welfare and educational psychologists	
<b>RECOVER</b>	Organize memorials/sympathy procedures	
	Organize appropriate on-going welfare and support to pupils and staff (see Tactics: Welfare and Support	
	Attend debriefs and keep managers informed of ongoing issues	
	Review procedures and share lessons learnt	

## 7: EDUCATIONAL VISITS

**PRIMARY FUNCTION:** Acts as point of contact for group leaders undertaking educational visits at the time of the incident.

<b>REACT</b>	Identify any school trips being undertaken and collect relevant documentation	
	Determine what trips will be affected (directly or indirectly)	
	For trips directly involved, liaise with 'Administrator' to ensure that Incident Information Sheet is completed	
	Identify any vulnerable pupils on trips from documentation	
<b>RESPOND</b>	Liaise with 'Parent Liaison', 'Communications', 'Casualty & Welfare' to make arrangements to contact parents/next-of-kin of those harmed on trip	
	Determine if any parents need to travel to join the educational visit and how this will be achieved	
	Liaise with group leaders on a regular basis to update on developments and to offer re-assurance	
	Consider if trips will need to return and the arrangements required to achieve this	
	Liaise with appropriate stakeholders for trips that are overnight stays or overseas	
	Determine arrangements for notifying parents of arrangements to be adopted for returning trips	
	Liaise with 'Communications' over any media enquiries made directly to the group leader/visit site	
	Liaise with 'Parent Liaison' and 'Site' to identify appropriate reception areas for returning trips	
	Identify staff required to manage the reception area	
<b>RECOVER</b>	Arrange debrief with staff on trips	
	Liaise with 'Casualty & Welfare' in relation to on-going welfare issues of staff and pupils	
	Collate any paperwork from group leaders	
	Attend debrief with Incident Manager	
	Review procedures and share lessons learnt	

## Section D – guidance on maximum tolerable period of disruption

The 'Maximum Tolerable Period of Disruption' was formulated in Hammersmith and Fulham by the Children's Services Business Continuity Working Group with the intention of indicating when ceasing to deliver a critical activity is about to have an unacceptable impact. The following summarises the MTPD that is likely to be considered 'acceptable' for each critical function:

Note: Usually organisations identify their maximum tolerable periods of disruption proportionate to the impact of the disruption and their appetite for risk – for this guidance to schools, it makes sense to use existing thinking. You should of course change it to suit your school.

CRITICAL FUNCTION	DESCRIPTION	MTPD	NOTES
Examinations	Providing staff and facilities to enable pupils to sit examinations	1 day	Disruption to GCSE, A-Level and SATS would have a significant impact.
Critical exams	SATS, GCSE and A-Level	0	Where possible an alternative location should be identified and be available for any incident..
Teaching Staff	The provision of a suitable number of qualified teaching staff to deliver National Curriculum (Foundation to Key Stage 4)	1 week	For Special schools and the PRU, it is felt that loss of staff for 2 days would have a significant impact due to higher staffing levels required.
Support Staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services including extended services/Childrens centres etc	2 weeks	For Special schools and the PRU, it is felt that loss of staff for 1 week would have a significant impact
Premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care requirements as per 'in loco parentis', health & safety legislation etc	1 week	Damage to premises and utilities or denial of access to premises will have a significant impact if lasting for more than 1 week
Catering	The provision of suitable catering facilities to enable the preparation of school meals including free school meals. The provision of suitably trained catering staff to prepare school meals to national standards	1 week	Loss of normal catering arrangements would mean the delivery of alternative cold meals. Catering contractor to have in place appropriate BCP.

Utilities	Supply of gas to enable the heating of premises and cooking school meals etc The supply of water for drinking and general usage including flushing of toilets, prep of meals, washing etc The supply of electricity to enable ICT systems to run, lighting of premises, and use of heating etc	1 week	Loss of utilities, depending on circumstances may result in immediate school closure, depending on circumstances and seasonal factors (e.g summer or winter). Such closure will have a significant impact after 1 week similar to loss of use/denial of access to premises.
ICT Education and Administrative	The provision of ICT to deliver education The provision of ICT to enable the establishment to run effectively	2 weeks	
Records, Information and Coursework	The keeping of suitable records in relation to staff/pupils and general administrative functions within an establishment The creation and safe keeping of coursework including electronic documentation and items such as textiles, D&T work pieces	1 month	Rather than being the MTPD the figure of 1 month if based upon the amount of data lost
Cleaning	The provision of suitable numbers of cleaners to carry out general cleaning such as toilets, waste collection and removal	1 week	For Nursery schools 2 days was considered as being the MTPD whilst for primary and specials it was 3 days. Cleaning contractor to have in place appropriate BCP

## Section E – guidance on planning for disruption to IT

Schools use many IT systems and applications some of which contain important data and some of which if they failed would cause damage to the school or its service delivery if not quickly restored.

Schools should assess each system and application separately

	For <b>each</b> IT application/system	Your school's assessment
Q1	In the event of the <b>application/system</b> failure, how quickly must the application/system be restored into operation (and how much data might be lost) before this is unacceptable to the school/business? This is the maximum tolerable period of disruption mentioned in Section D.	
Q2	What actions/activities/alternatives do you plan to take as an alternative while the <b>application/system</b> is not available.	
Q3	How often is the data backed up (preferably to an off site server)?	
Q4*	<b>IT 'Disaster Recovery'</b> In the event of an application/system failure, how long would it take your service provider to restore the application/system back to working and how much data might be lost?	
Q5	If there is an unacceptable gap between the answer to Q1 and Q4, what would it cost to fix it (ask your IT service provider) or how can you reduce the impact?	
Q6	Identify in your school who knows how to activate the IT disaster recovery process? Name and deput(ies)	

### \* Notes for Questions 3 (data backup) and 4 IT 'Disaster Recovery'

- Camden's Schools IT Support Services (SITSS) provides a complete IT support solution to 39 of the 44 Primary School in Camden and 2 of the 10 secondary schools. They provide the ICT to those Primary schools (all of the hardware and servers, help desk, anti-virus service and back-up solutions).
  - In the event of a school server failure, SITSS will restore applications/servers as quickly as possible working alongside Schools' other ICT Service Providers including the LGFL and RM (to participating schools).
  - All SITSS supported curriculum and school administration data is backed up daily to the school's server and backed up off site each month. In the event of a school server-room disaster ICT would expect to fit a replacement server (paid for by the school) and upload the last month's back up within 2 to 3 days.
  - Schools are encouraged to consider their requirements (for example backing up the F- drive financial data off site daily). SITSS are happy to discuss tailored and bespoke solutions (tel. 020 7974 2465)

- Section 3H of the SITSS Standard SLA covers business continuity and it is the responsibility of the School to request and agree with SITSS schools what they expect to be able to do so that schools can plan.
2. LGFL provide internet connectivity, email, web filtering services – schools will want to be familiar with their disaster recovery capability,
  3. Providers of IT solutions will all offer disaster recovery solutions, some with time specific service level agreements; the cost will be proportionate to the timescales required by the school.
  4. To some degree schools can help themselves at a reduced cost by collaborating with other like-minded schools to agree to provide effective off-site back up capability for each other. SitSS can assist with this solution
  5. Schools can reduce the risk by placing servers on the ground or first floor out of the reach of any flooding.

Q7	<p>Electronic remote learning</p> <p>If the school plans to provide electronic remote learning packages to deal with the eventuality of the school or teachers becoming not available, has it:</p> <ol style="list-style-type: none"> <li>1. assessed and has available the amount of kit required for each planned participating teacher/child?</li> <li>2. checked that each planned participating teacher/child has usable IT access at home and that it is accessible as some applications can only be accessed while using the LGFL network?</li> <li>3. agreed with the service provider that sufficient IT access is available as multiple users try to access systems via the internet from remote locations?</li> <li>4. identified how much material has been prepared to enable remote learning and how to safeguard any personal and or personal sensitive data accessed off site?</li> </ol>	
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## Appendix 3 – Draft lockdown exercise letter for parents

Dear Parents

### **Lockdown exercise for XXXX School**

I have a duty as headteacher, to ensure that the school is well prepared for a range of emergencies that might potentially face us. We have developed a lockdown procedure for a number of potential reasons and we have now included our response to the unlikely event of potential intruders attempting to enter the school to do harm.

Unlike fire evacuation drills, schools are not obliged to carry out lockdown drills and will decide for themselves if it is something that they need to do. There is no specific current risk, however, we have decided that it will benefit our school for us to carry out such an exercise.

Our training for preparedness will be to ensure pupils and staff know how to act and what to do in the event of such an emergency. At some stage in the coming weeks, a drill will take place in school to simulate an incident involving an unauthorised intruder. The simulation exercise will involve the whole school community. Its purposes will be to ensure that our responses and systems are tested and evaluated, as well as to ensure that everyone has an understanding of their roles and responsibilities, and can act accordingly during such an event. The drill will be carefully managed to ensure an appropriate balance between informing the pupils so they know how to react to such an event, and ensuring we do not alarm them unduly or fuel unnecessary anxiety. In particular, careful consideration will be given to the framing of the exercise for younger pupils.

On a general point, parents are asked to be vigilant when in or around the school site and to help us by reporting any suspicious behaviour. Please also be prepared to be challenged when walking around school, or asked to move your vehicle by members of our security staff. Whilst such challenge may be inconvenient, the advice we have received is clear that an alert school is a safer one and that routine challenges are an effective deterrent.

I hope that the information is reassuring and that it exemplifies our commitment to ensuring that the school is as safe an environment as it can be for all members of our community. If you have any further questions or concerns about this area of school management, please do not hesitate to contact me, via reception.

Yours