




Crisis Management and Business Continuity Plan for Ratton School



Quick Reference Crisis Management Flow Chart

Incident Reported 
Establish the facts Inform Headteacher/Manager Notify/request Emergency Services if appropriate

Immediate Action 	Short Term Action (first 24 hours) 	Next Few Days and Beyond 
Ensure safety of all personnel	Set up the Emergency Incident Suite	Make any necessary recovery arrangements: repairs, replacements etc
Verify the facts	Use Fax line for outgoing calls	Continue regular updates for staff, students, governors, parents
Convene the Crisis Management Team and allocate tasks – see App L	Use radios for internal communication	Start putting together a full report of the incident and actions by the setting
Start an Incident Log	Contact specialist contractors if required	
Notify CSD. (See App B for Tel Number) Ask for help if needed (including Educational Psychologists)	Check psychological support is sufficient	
Contact other staff and governors for support as required, particularly if out of hours	Crisis Management Team meets at regular intervals	Make plans to mark the event: special assembly, memorial, plaque, etc
Make arrangements to close/open the setting or cancel activities	Issue regular updates for staff, children, young people, governors, parents via: staff meetings assemblies letters home web-site ESCC website	Evaluate the Crisis Management Plan and amend as necessary
Provide recorded message on answerphone for parents, etc	Start planning the return to normality	Formally thank those involved in supporting the Crisis

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1. Introduction

1.1 As an essential part of their duty of care, managers of children's services and settings are responsible for preparing crisis plans to deal with crises/emergencies and the business continuity of the setting. It is self-evident that where a setting has anticipated a major emergency, and made plans for managing a response, it is likely to handle the actual event more effectively and confidently. To this end, where the managers of a setting know:

- who will assume key roles
- that checklists and procedures are in place
- that contact lists are accurate
- that there is a tested framework for communications
- that the appropriate training has been undertaken

the response to a crisis will be more assured than that based on improvisation.

1.2 Handling crises is a normal part of life in schools. Some emergencies, however, are more critical than others and tend to disorientate and overwhelm those involved, exposing staff, children, young people and parents to periods of prolonged stress. Each crisis/emergency is unique in its range and complexity, and there is no rigid formula for managing the consequences but, by its very nature, the journey through this sort of event is always going to be difficult. Planning ahead, therefore, is a necessary precaution, and will greatly reduce the pressure on those managing the incident.

1.3 Section 5 of the Model Health and Safety Policy, which can be found on czone, advocates the setting up of a Crisis Management Team and states;

"A crisis management team has been set up to assist in the reduction of major hazards and risks and to action a recovery plan in the event of a serious accident".

Our Crisis Management Team consists of:

Headteacher
Deputy Headteachers
Health and Safety Co-ordinator
Business Manager
Site Manager
Core Leadership – Assistant Headteachers
Chair of Governors
Chair of Premises/Health & Safety Committee

Function of the Crisis Management Team:

- to act as the decision-making authority for the management of an incident.
- to develop the procedures and practices to be used for handling emergency situations and communicating these to all those involved or affected.
- to establish and maintain a crisis management suite which will have the necessary equipment available for rapid activation during an emergency. The equipment includes communications equipment, emergency plans and procedures, a log to record all actions taken during the crisis, necessary office equipment/supplies and appropriate maps and building plans.
- to test the Crisis Management Plan on a regular basis to ensure that it is suitable and sufficient and amend it as necessary and update it annually.

1.4 The constitution of our Crisis Management Team shown in paragraph 1.3 is the **minimum**. Consideration should also be given to nominating reserve team members in case of absences or protracted incidents.

2. Aim

2.1 This plan has been prepared to encourage and support pre-planning, and is designed to help our school develop its' own emergency plan to respond to incidents involving our particular setting.

2.2 The guidance is not exhaustive or rigid in its format. It is here to assist in the production of a robust emergency response plan, to make it easier to deal with an emergency when it arises and has therefore, been modified and adapted as required to suit the needs of our individual school, and the ethos of our management.

3. Objective

3.1 This plan aims to provide a basis for managing all levels of an emergency. A major emergency will however, require the introduction of all the measures recommended in order to provide a satisfactory response.

3.2 For the purposes of this document, a major emergency during an **off-site** activity is defined as:

“When a member of an East Sussex County Council Children’s Services setting or affiliated group, in the course of officially recognised activities, has suffered serious injury or fatality or is missing from an off-site activity”.

4. Other Types of Incident

4.1 Some other types of incident that can result in a crisis are set out below:

- Explosion, fire or chemical hazard
- Building damage or destruction
- Loss of access to premises
- Intruder on premises/Hostage taking/Abduction
- Terrorist incident
- Serious health hazards or infectious outbreak
- Environmental disaster, severe flood, high winds, snow
- Vandalism
- Utilities failure (gas, electricity, water, telephones, computer links) or loss of fuel supplies

4.2 specific advice on some of these incidents is available on the teacherNet website or can be obtained from the ESCC Emergency Planning Team.

4.3 guidance on off-site activities is available on czone or from the Children’s Services Outdoor Education Adviser.

5. Business Continuity Management

5.1 A business continuity incident is one which interferes with the ability of an organisation to deliver its goods or services.

5.2 Most of the incidents mentioned in section 4 above could produce devastating effects in terms of the:

- Loss of students course work
- Loss of teaching material
- Loss of computer files/records/data
- Psychological impact on students and staff
- Disruption caused by transfer to temporary accommodation
- Loss of community facilities and income

5.3 The **checklist** is provided at **Appendix K** which is intended to assist our school with the production **of a simple business continuity plan**. Consultation with representative bodies is advisable during the production of such a plan.

6. Alerting the Crisis Management Team

6.1 The Crisis Management Team (CMT) will be alerted, according to the type of incident, whether it is on or off-site and whether it is in or out of normal working hours.

6.2 If the emergency occurs **during normal working hours**, Mr David Linsell, the Headteacher of the school, or in his absence Mrs Tracy Comfort, will alert the CMT. (**See Appendix A for contact details**).

6.3 If the incident is **off-site, or out of normal working hours** and depending on the information received, it will be the duty of Mrs Tracy Comfort or the Headteacher to initiate the Team call-out. (**See Appendix C for contact flow chart**).

7. Support Provided by ESCC Children's Services Department

7.1 Support from the Children's Services Department will be provided in the event of a major emergency, but it can also be requested for the co-ordination of, and recovery from, other emergencies.

7.2 **The emergency contact numbers for ESCC Children's Services are shown in Appendix B.**

7.3 As a result of the call, all ESCC services will be notified, as necessary. In particular, the following will be activated, as appropriate:

- (a) The **County Support Group** formed to assess the emergency and provide strategic support as required.
 - (b) Through the County Support Group appropriate groups/people will be informed to provide additional support where necessary:
- **Establishment Support Team:** To provide support to the our school involved and normally comprising a Children's Services officer (Team Leader), an Educational Psychologist, an administration assistant and other staff as required.

- **Off-site Response Team:** To provide support at the “incident locality” at an off-site emergency, whether in the UK or abroad. The team will consist of appropriately experienced officers at county level, together with staff from the setting in crisis, when appropriate.
- **Educational Psychologists:** Will also provide support in respect of critical incident stress debriefing if required.
- **County Communications Manager:** Will be alerted to provide support in dealing with the press and media issues that will arise. A member of the County Communications Unit, Mr Ian Luxford (press officer) will attend our school in crisis.
- **County Insurance and Risk Management:** The County Insurance and Risk Management team will be notified of the emergency as soon as possible and, if appropriate, will send a representative to provide support and guidance to the setting in crisis.
- **A Capital Strategy Officer:** Where damage to building(s) has occurred, an officer from the Capital Strategy Team will provide support and advice on structural issues, refurbishment and/or temporary accommodation, etc.
- **For Grant Aided Schools: The Schools Diocesan Officer (for Church of England Schools) and Director of Catholic Education for Arundel & Brighton (for Catholic Schools):** Where damage to building(s) has occurred, will provide support and liaise with the County Council as appropriate.

8. Emergency Incident Suite

8.1 In the event of an emergency, it is essential that adequate provision be made for the CMT to manage it. In this respect, an Emergency Incident Suite will need to be set up within our school. Where appropriate this will be the General Office area and/or **The “Turnaround Centre”**.

8.2. The procedures detailed below assume that the structure of the building has not been affected. In circumstances other than this, the procedures can be used as an aide memoire for staff to consider the issues that need to be addressed at whatever location has been designated for the Emergency Incident Suite.

8.2.1 Security of the site

During any emergency, the media may try to gain access to the site and it is, therefore, **desirable that the perimeter of the site is secure**. The Police may assist in this respect and should be asked to attend at the earliest opportunity. The media may try to interview or obtain comments from parents or others arriving at the setting. Therefore, it may be necessary to have an official at or near to the gates to monitor the situation.

8.2.2 Security of the building

Security of the building is essential. Therefore all exterior doors must be secure. **All** ingress and egress should be restricted to the main entrance (bearing in mind that emergency exits must remain available for use). If it is felt necessary to use the door by the Crush Hall/Refresh should be used as an additional entrance, then it should be attended by a responsible member of staff at all times. A reception and security check should also be set up to record people entering and leaving the building in addition to the normal "visitor sheet".

8.2.3 Communications

Effective communications are essential to bring the emergency to a successful conclusion. Fixed landline communications provide the best solution but other means, such as mobile phones, radios and Internet communications, should also be considered. If necessary, BT may be able to provide additional lines at short notice.

If the Emergency Incident Suite is set up outside our school, it will be necessary to pass all available telephone numbers to all parties concerned, including the number parents should use.

An answer phone message will be recorded giving up-to-date information and fitted to the school's main telephone line and that the existing fax line is used for outgoing calls dealing with the emergency response. As an alternative, Tracy Comfort's finance office number and fax number will be given to essential callers, such as the offsite team, County Council contacts etc. who would then have a better chance of contacting the school.

If mobile communications are used, it should be remembered that they are not secure so they should not be used for transmitting sensitive information as the Media will be able to trace/log the calls.

It is essential that **all incoming messages are logged**, (*Using Appendix J*) and that any decisions/actions are recorded. (*Using Appendix I*). These records would be required for any subsequent debrief or inquiry.

8.2.4 Incident Log

It is **essential** to ensure that all teams maintain full written records of the passage of information, events, decisions, related expenditure, etc, as they occur, which should be consolidated and retained once the incident has been concluded.

Such records may be required at any subsequent debrief or official inquiry and can be used to defend the reputation of an individual or organisation. The legal view at some past enquiries has been "if it wasn't written down, it didn't happen".

Appendix I is provided to assist with the recording of:

- **all relevant decisions taken, by whom and a brief reason**
- **all relevant actions taken**

A record of all relevant expenditure can either be recorded on the incident log or recorded separately and a copy attached to the incident log at a later date.

Appendix J is provided for the **recording of incoming messages and subsequent actions.**

8.2.5 Layout and Aide Memoire

To prevent any delay in setting up the Incident Suite, a diagram depicting its layout is included in the Crisis Management Plan. A check list of issues to be considered when establishing **the Incident Suite** is set out at ***Appendix G.***

8.2.6 Welfare

As the Emergency Incident Suite will be staffed continuously for the short term and it is likely that there will be parents on site for a considerable time, suitable welfare arrangements should be made at an early stage.

Once the initial setting up of the suite has been completed, a rota system will be introduced to ensure that all helpers receive adequate time off and rest. It may be helpful to keep **a record of who has worked in the Suite, when and for how long** (***See Appendix H.***)

9. Parents/Guardians Visiting the Premises

9.1 Parents/Guardians Information Centre

Where an emergency has affected a local community, parents/guardians and relatives will want to visit the setting and gain comfort from being there and being together. An area must be set aside to accommodate this; the **Main Hall** will be adequate for this purpose. The advantage of using the hall is that it can normally accommodate a large number of people, and makes updating those present an easier task. (Both the gyms could also be used as there is external access, but also the drama facilities or the Canteen “Refresh” can be used if required.)

9.2 Individual Counselling

Consideration must be given to those requiring individual counselling. Privacy must be respected. Offices around the building could be used where suitable: Deputy Headteacher’s offices, AHT’s offices for each school community and Care and Guidance offices.

10. Dealing with the Media

10.1 It will be impossible to keep the media out completely and an **initial press briefing** should be given as soon as possible (***See Appendix F.***)

10.2 Past experience has shown that if regular briefings are provided the media are more likely to comply with any privacy requests. In this respect The Rodmill Pub, Kings Drive could be used for the media as it is outside the main building and is as far away from the friend’s and relative’s area as possible, will be set aside as a press briefing room, where an agreed spokesperson can meet them at agreed times to give press statements. The County Communications Manager will provide assistance to the managers of the school and this should be requested as soon as possible. If the press briefing room has to be in

part of the school, eg: Turnaround Unit or “Refresh”, security measures will be taken to ensure that the privacy of the family and friends areas is maintained. Any room used for press briefings should be cleared of all items relating to children, young people or staff, which the press could use in their reporting.

11. Bereavement Policy Guidelines

11.1 Provision of Bereavement support for children, young people and staff should be considered. Guidelines are to be found on C-zone (Health and Safety, A-Z of Health and Safety and under “B” for bereavement) and are designed to help the school draw up a policy to help respond to a death in their community. Within the plan should be details of how we will respond to each of four main deaths that can affect the community. These are:

- 1 Death of a child or young person
- 2 Death of a parent, carer or sibling of a child or young person
- 3 Death of a teacher or other member of staff
- 4 A tragedy affecting a section of their community

11.2 How our school might deal with the expected death (eg: following a long term illness) of a member of its community could also be included within the policy.

11.3 Children, young people and families expect our school to provide a safe and predictable environment; however, they may also be places where children and young people find it difficult to manage their thoughts and emotions. It is important that staff endeavour to foster an environment that is compassionate, yet disciplined, whilst at the same time being sensitive to the children’s and young people’s needs.

11.4 When writing a bereavement policy, consideration should be given to the following points:

1. Social, cultural and religious issues.
2. Identifying key members of staff:
 - who will be responsible for giving information to staff, children and young people
 - who on the staff team will take on the role of supporting children and young people
3. Communication and information sharing with families is vital. Before disseminating any information, make sure that all facts have been verified. Always be honest with children and young people and give them the facts.
4. Children and young people will need to be given time to grieve. Be aware of, and be prepared for, obvious upset and other emotional responses. Identify a quiet place for a bereaved child or young person to go when they feel that they cannot cope with the demands of the learning environment.
5. It is good practice to develop and maintain a resource bank of materials that can be used by staff, children and young people and these resources should be available for children and young people to use or borrow as appropriate.

6. Bereavement issues should be addressed through the PSHE curriculum during the course of primary and secondary education whenever appropriate. Many aspects of this work are already incorporated into the SEAL (Social and Emotional Aspects of Learning) materials.
7. Consider training events for staff to attend:
 - a have an awareness of training needs
 - b access training available through central services
 - c provide a rolling programme of training within the establishment
8. How our school will communicate with, and manage, the media in certain difficult and potentially emotive situations.
9. Make contact with appropriate external agencies, eg the Educational Psychology Service, which can offer support and guidance when dealing with Bereavement.

The above does not provide an exhaustive list; it is important for us to consider our own needs.

11.5 We need to be aware of the needs of all members of our community and to foster a caring attitude, as well as considering the emotional well-being of all of those involved in bereavement. It is important, therefore, to ensure that there are debriefing opportunities for key staff who may be involved in supporting traumatised children and young people.

12. Recovery Period

12.1 The recovery process must be considered by the Crisis Management Team immediately after the initial stages of the incident and, in the case of damage to buildings, a decision as to whether it is safe to remain, or necessary to relocate, will need to be made.

12.2. **Appendices D and E** detail the actions for consideration focussed on **property for the first 24 hours, and from 24 hours to 2 weeks**, respectively.

12.3 Other aspects of recovery that will need to be considered immediately after the initial stages of the incident concern the handling of the feelings and reactions of staff, children, young people, parents and helpers. Advice should be sought from the Educational Psychologists and/or the After-Care Co-ordinator within the Adult Social Care Department.

Crisis Management Team *Contact Details*

Name	Role	Contact Number		
		Home	Mobile	Work
David Linsell	Head teacher			504011
Anne Wardle	Deputy Head			504011
Liz Fitzpatrick	Deputy Head			504011
Tracy Comfort	Business Manager			514310
Judith Barnett	H & S co-ordinator			504011 or 521125
Steve Comfort	Site Manager			
Peter Lindsay	Chair of Governors			01424 856790
Ken Mengham	Chair of H & S			
Ian Anderson	Asst Head			504011
David Brown	Asst Head			504011
Colin Etwell	Network Manager			514311

Reserve Team Members

Albert Todd	Deputy Site Mgr			504011
Mick Foster	Caretaker			504011
Joan Williams	Vice Chair			
Jeremy Taylor	Asst Head			504011
Mark Adams	Asst Head			504011
Jay Chaundy	(acting) Asst Head			504011
Sunny Agnihotri	Asst Head			504011
Jamie Welsh	Asst Head			514323
Simon Thomas	Technician			514311

Appendix B

Emergency Contact Numbers for ESCC and Other Agencies

During office hours staff should contact the **Personal Assistant to the Director of Children's Services on 01273 481316**.

Out of hours, contact the **Departmental Emergency Manager (DEM) on 07795237434**.

These numbers should only be used in the event of a major emergency. Examples could include a serious accident or incident on school premises, or during an off-site activity, or major damage to a school building.

In the case of minor incidents affecting buildings (eg a burst pipe that has flooded a room) the first contact should normally be with the appropriate contractor, for schools that have opted into the term contracts established by CRD Property. In case of doubt, contact the Corporate Resources Department Property Help Desk on **01273 482000**.

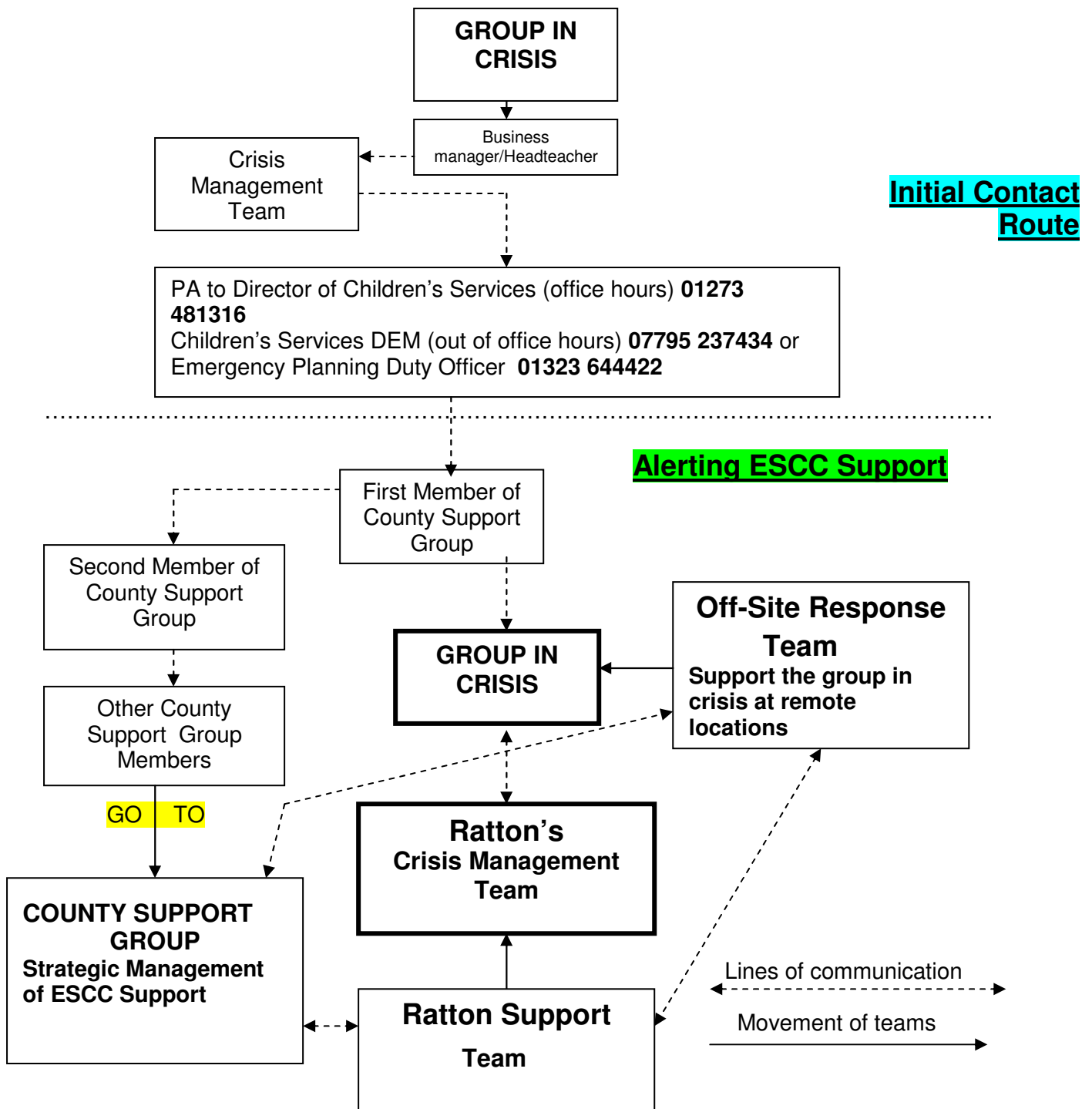
An alternative out of hours contact, which should only be used if it is not possible to make contact with the above mentioned numbers, is the **Emergency Planning Duty Officer on 01323 644422**.

<i>Organisation</i>	<i>Phone Number</i>
ESCC Children's Services Department	01273 481316
ESCC Emergency_Planning Team	01323 747090
Emergency out of hours contact	Fax 01323 747089
ESCC Health and Safety Team	01323-644422
	01273 481143
South East Coast Ambulance, General Enquiries	01737 353333
East Sussex Fire and Rescue Service, Enquiries	0845 130 8855
EDF Power Care	0800 783 8838
National Grid (Gas)	0800 111 999
Southern Water – Tech Dept (Emergency response)	0845 278 0845
Environment Agency Floodline	0845 988 1188
Heart FM radio station	01273 430111
John Wood Emergency planning officer for EBC	<u>01323 415007</u> or 07876 036866

Appendix C

Off-Site Activity Alerting Flow Chart

Appendices D and E detail the actions for consideration following a major incident focussed on property for the periods in the first 24 hours, and from 24 hours to 2 weeks, respectively.



On-Site Emergency Involving Damage to Premises

Immediate Checklist

ACTIVITY	WHO BY?	COMPLETED
EVACUATION		✓
Evacuation of premises (use of Fire Alarm may not be appropriate depending on type of incident)	Leadership	
Roll call	Tutors	
Is everyone safe?	H and S officer	
Call Emergency Services		
Liaise with Emergency Services incident officer at scene	H & S and Business Manager	
Obtain a copy of parent's and staff contact lists	Head's PA	
DETAILS OF CASUALTIES		
Obtain information on: Names	H & S Officer	
Obtain information on: Injuries	H & S Officer	
Obtain information on: Current location of casualties	H & S Officer	
Obtain information on: Current location of relevant others	H & S Officer	
Who is accompanying injured person(s) to hospital?	First Aiders/Parents	
Provide separate areas for: 1) Next of kin 2) Students 3) Staff	Head's PA Head of Community Business Manager	
Provision of immediate transport as appropriate	Finance Assistant	
CONTROL OF INCIDENT		
Activate call-out for Crisis Management Team	Head/Deputy	
Decide if school can be used as incident suite and initiate set-up.	Head/Deputy/Chair of Governors	
Brief Crisis Management Team and allocate tasks	Head/Deputy	
Inform ESCC Children's Services or Department Emergency Manager (DEM)	Head/Deputy	
Decide whether to keep students in school	Head /Deputy	
Decide whether to send all or some students home or evacuate all to Eastbourne Sports Park (649214)	Head/Deputy	
Arrange transport	Head's PA	

<i>Continued</i>	WHO BY?	COMPLETED
Notify parents	Welfare	
Ensure staff, governors and parents receive the facts as soon as possible	Head/Deputy	
INCIDENT WHILE ESTABLISHMENT IS CLOSED		
Decide how to contact parents - avoid phone chains	Deputy Head/Business Manager	
Consider announcement via local radio stations	Head/Deputy	
Ensure staff, governors and parents receive the facts as soon as possible	Head/Deputy	

Appendix E

On-Site Emergency Involving Damage to Premises

Checklist for Longer Term and Ongoing Actions

STAFF	✓
Hold a staff briefing session as soon as possible and at regular intervals (DLi/AWa)	
Confirm arrangements with ESCC regarding release of information to press (DLi/AWa)	
Nominate staff to meet children and young people returning to the school (DLi/AWa/EFi)	
Provide written information on the incident and how it will affect the school (DLi/AWa)	
Alteration to duty rotas (RHa)	
Review course timetabling (JLi)	
Issue new fire/evacuation notices and procedures if route has been affected (JBa/TCo)	
Hold a fire/evacuation drill as soon as possible so that staff, children and young people know the new exit routes and assembly points. It may be appropriate to talk children and young people through the process, and the fact that it is a practice on this occasion (Leadership/JBa)	
Alter/adapt programmes as necessary (AWa/GCo)	
Consider any imminent examination issues (IAn/JJi)	
PREMISES	
Contact and liaise with Eastbourne Sports Park (649214) Ocklynge School (725839) or Kings Centre (521125) for an emergency base, if required (DLi/AWa/EFi/IAn)	
Obtain plans of the building. Mark on areas affected (TCo/KMe)	
Check for obstacles to children and young people's movements (JBa)	
Check/re-allocate toilet facilities if necessary (TCo/Site team)	
Identify new routes (TCo/JBa with learning directorate)	
Review/identify new entrances/exits (TCo/JBa/Site team)	
Review fire safety arrangements and escape requirements with Fire Service (TCo/JBa/Site team)	
Establish areas with restricted access to contractors and vehicles (TCo/Site team)	
Re-allocate space, eg parking, children and young people's areas, etc (Site team)	

Continued

Review site security (TCO.Site team/KMe)	
Review Health and Safety arrangements (JBa/TCO)	
CHILDREN AND YOUNG PEOPLE	
Assembly - pass on information to children and young people (DLi/AWa/EFi/DBr)	
Issue new timetables (EFi/JLi)	
Issue maps showing restricted areas, etc (TCO/SGa)	
Issue an information sheet to children, young people and parents (GCo with AWa/EFi/DBr)	
PARENTS	
Hold parent's/staff/volunteer's meeting (DLi/AWa)	
GENERAL	
Change the answer phone message to update parents on issues such as attendance arrangements, children and young people attendance etc (Reception)	
Provide notices around the perimeter of the premises regarding progress. (TCO/SGa/Site team)	
Provide information regarding progress on the intranet and website of the setting and also on the ESCC website (ICT team)	
CONTRACTORS	
Hold regular meetings with contractors (TCO/Site team)	
Establish Health and Safety requirements (TCO/JBa)	
Establish access requirements for contractor's vehicles (Site team)	
Establish areas that are off-limits to staff, children and young people (Leadership team)	
Adapt doors to fire exit/exit doors as necessary (Site team)	
Inspect/repair the fire alarm/fire detection/security systems (Site team)	
Install any temporary facilities that are required (Site team/TCO)	
Agree working practices and times when noise must be kept to a minimum with contractors (TCO /Site team)	
Provide the contractors with a copy of the examination timetable if appropriate (JJI)	

<i>continued</i>	
RE-ORDERING OF DAMAGED EQUIPMENT/STOCK	
Instigate a procedure for identifying the resources to be replaced. (TCo/LMo)	
Agree procedures with the loss adjusters (if involved). (TCo)	
Set up an ordering and payment procedure. (TCo/LMo)	
FORTHCOMING EVENTS	
Consider whether or not these can be moved or rescheduled. (TCo/GCo)	
OUT OF HOURS USERS	
Contact the organiser and reschedule or cancel, as appropriate. (TCo/LMo)	
REVIEW	
Review all the above issues on a continuous basis. (Leadership team)	
ANNIVERSARIES Anniversaries of tragedies can be a difficult time for both adults and young people. Careful consideration should be given to the most appropriate way to mark the occasion and who should be invited to any memorial service or similar event. (Leadership team)	

Interim Press Statement – Off-site Activity

While on a visit to.....

a child/children [and.....staff/volunteers]

ofschool,

..... Town, East Sussex, was/were involved in an incident

at.....

which resulted in him/her/them being conveyed to hospital.

The Police/Health and Safety Executive are/will be investigating the incident.

The settings Crisis Management Plan has been activated and all further press statements will be made through the Crisis Management Team at the setting.

Note to Group Leader

This interim press statement has been agreed with the manager of Ratton School and should not be changed in any way. Where possible the Police and the Health and Safety Executive should be consulted before issuing a statement

Appendix G

Emergency Incident Suite – Checklist

ACTIVITY	CONSIDERATIONS	✓
INITIAL		
Appoint senior member of staff to run the Emergency Incident Suite (TCo)	Appoint governor to assist. (Joan Williams) Provide name badges	
SECURITY OF THE SITE		
Ensure all gates are closed and, where possible, position member of staff/governor at each one. (SCo / KMe)	Consider asking the Police for help if media become a problem	
SECURITY OF THE BUILDING		
Secure all entrances (site team)	Maintain fire exits	
Place signs directing persons to the main entrance (SGa)		
Set up logging-in procedure at main entrance (GCo)		
Consider whether additional entrance required (decide at the time)	Nominate member of staff/governor to attend and set up logging-in procedure	
COMMUNICATIONS		
Install answer phone onto main phone line and record initial outgoing information (reception)		
Secure telephone in staff room so that it cannot be used (TCo)		
Disconnect fax and install telephone for outgoing calls (TCo/LBa)	Ensure those who need to know are informed to use fax line number	
Assess numbers of mobile phones available, and ensure they are fully charged (LMo)	Provide telephone list for office and all members of staff and governors	
Ensure all caller IDs are off		
Test all communications (TCo)		
Provide message form for all persons likely to take phone or verbal messages (Use appx J) (Reception)	All messages to go to the Incident Suite to be logged and passed to Office Manager for processing. (See example message form Appendix J).	
FAMILY and FRIEND'S RECEPTION CENTRE		
Appoint senior member of staff or governor to be responsible for Family and Friends Reception Area	Ensure there is enough help so that parents are not left on their own	
Lay out area with tables and chairs in informal groups (Site team)	Ensure the regular provision of updated information	
Ensure provision of light refreshments as required (Catering manager/cook supervisor)		

Continued		
Provide signs for toilets, etc. (SGa/TCo)		
Consider closing window blinds to stop media intrusion (all staff / Site Manager)		
MEDIA INTERVIEWS		
Nominate room to be used for media interviews off the premises (Rodmill Pub Kings Drive)	Needs to be nearby	
Use room internal to main building only as last resort (meeting room/Canteen)	Ensure separation/security of room from the remainder of the staff and young people	
Nominate member of staff to clear rooms of all children or young people's information/photos (welfare officers)	This is important	
Determine the route the media will be taking from the gate to the briefing room (DLi)	If the Police are in attendance discuss with them and representative from County Council Communications Team	
WELFARE		
Consider longer term implications (DLi/AWa)	Consider appointing a Logistics Co-ordinator	
Ensure provision of food and drink as necessary (Catering Manager)	Eastbourne Sports Park has vending machines for snacks and drinks.	
Prepare rota system for all helpers (TCo)		
GENERAL		
Ensure Director of Children's Services is aware of all matters (DLi)		
Confirm communications between Emergency Incident Suite and County Emergency Centre (if the CEC has been set up) (TCo)		
COUNSELLING ROOMS		
Nominate one or two rooms for individual counselling (Business Manager/Dept Head offices/Community Offices)		
Provide signs for doors (TCo)	"Vacant" and "No Entry - Counselling in session"	

Log Sheet

Date	Time	Information / Decisions / Actions	Initials
		<p><i>Include actions taken, considered or rejected with brief reasons. Also log any refusal of other organisations or Contractors to carry out actions with an explanation as to why. Log the passing of requests for decisions or assistance and the replies.</i></p>	

EMERGENCY INCIDENT SUITE

Message Record

Date:Time:

Call received by: Phone/Verbal/Other*. Call type: Incident/Personal/Other*

Name of person calling:

Phone number of caller:.....

Message:

.....

.....

.....

.....

.....

Person taking call:

Passed to Incident suite manager at (time):

Action required:

.....

By whom:

Date Completed:Time:

By (Print name):

Action taken/Notes:

.....

.....

.....

* Delete as appropriate

See Arch Lever File, Copies held Business Manager's office, Reception, Head's PA's office, and two offsite: Business Manager and Headteacher.

Appendix K

BUSINESS CONTINUITY MANAGEMENT CHECKLIST

Completed on	<i>Identify a Business Continuity Coordinator or team who will achieve the following:</i>
	Consider what internal and external factors could impact on the schools ability to provide suitable education or other services.
	Identify the critical activities of your service and plan how you would maintain them during an emergency.
	Identify staff who maintain and provide critical services.
	Identify staff who have key skills.
	Consider how non-critical staff could be used to support critical activities in an emergency including any additional training requirements (consultation with staff & representative bodies may be required).
	Identify critical utilities or services provided by sub-contractors and consider how you could provide alternatives at short notice. (meals, transport etc)
	Produce a communications plan including contact methods with staff, children, young people, parents, ESCC, media, emergency services, utilities, contractors, neighbouring premises or relevant occupiers (some numbers are provided at Appendix B).
	Consider the options for reduced teaching and learning activities or services during an emergency and the acceptable time periods.
	Identify precautions to reduce the spread of infection during an illness outbreak and plan how to invoke them.
	Consider how to prevent the loss of children's and young people's coursework due to an emergency.
	Consider how to guard against the loss of critical teaching and learning materials due to an emergency.
	Consider how to guard against the loss of critical computer files/records by the provision of adequate back-up systems.
	Consider how you would deal with the Psychological impact on children, young people and staff following an emergency.
	Consider how you would minimise disruption caused by a transfer to temporary accommodation.
	Consider the effect of loss of income from being unable to rent out facilities due to an emergency

Appendix L

Task Allocation Template

	Overall Management of the Incident	Setting up the Incident Suite	Administrative Support including Telephone Operations	Staff & Child or young person Welfare	Provision of Information to Staff & Parents	Dealing with Bereaved Parents/Families	Managing the Media	Catering	Other Issues Transport/ Evacuation
Who should take the lead?	DLi/AWa	TCo	LBa/GCo/TCo	AWa/EFi /JPi/SJo/MHo	GCo/LBa	DLi/AWa	Chair of Govs	CWh	TCo/SCo/JBa
Notes on actions that could be taken.									
Where would you locate your activities?									
What resources you require, and where would you obtain them?									

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Emergency Planning Team emergency.planning@eastsussex.gov.uk 01323 747090