

Ysgol Gynradd MAESYBRYN Primary School

BUSINESS CONTINUITY AND LEARNING PLAN (BCLP)

Web version



Plan Updated: **February 2024**

Plan adopted by GB: Spring Term Meeting 2024

TITLE	NAME	SIGNED	DATE
Headteacher	Simon Roberts	<i>S. Roberts</i>	13/02/2025
Chair of Governors	Jeff Fish	J. Fish	06/03/2025

PURPOSE OF PLAN

The aim of this plan is to set out the procedures and strategies to be followed in the event of a school/business disruption affecting the ability of the school to deliver business as usual. The Headteacher is responsible for triggering the plan. In the absence of the Headteacher, it is the duty of the deputy headteacher.

SCOPE OF PLAN

The plan sets out the generic arrangements to be undertaken in the event of a disruption which affects the school only.

DEFINITION OF SCHOOL DISRUPTION

“Any unwanted incident which threatens personnel, assets, the reputation, finances, legislative position, functions or operational procedures of the school, which requires **special** measures to be taken to restore things back to normal.”

There are many different types and levels of disruption and schools should plan their response to each, for example:

- In exceptional circumstances, large or small cohorts of pupils may be absent from school due to a potential or emergency closure which may affect certain groups, certain parts of the building and may be short-term or long-term.
- In some cases individual pupils may be absent from school. In these cases, remote learning for the most critical pupils be prioritised and aligned as closely as possible to the face-to-face learning experiences of their peers. It is for the school to determine depending on the reason for absence and the individual circumstances of the learner and their family.

Note: When pupils are voluntarily removed from school for authorised or unauthorised reasons (for example, term time holidays), schools are not expected to provide remote learning in these cases.

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Statement of intent

Maesybryn Primary School is committed to protecting the welfare of our entire school community and, as such, understands that clear and effective procedures need to be in place to outline the school's response in a variety of situations.

Whilst most incidents within school can be dealt with following day-to-day school procedures, there are more serious incidents which will require an established emergency response – these are as follows:

- An inability to carry out daily and/or critical activities
- Loss of life or serious injury to staff, pupils or members of the school community/public
- Serious damage to, or loss of, a part of/full building or access to a building
- Adverse publicity and/or reputational impacts
- Loss or breach of ICT systems and/or data
- Loss or shortage of staff
- Loss of critical supplier or service

This Business Continuity & Learning Plan has been developed to ensure the school is prepared for, and is able to recover from, unexpected disruptions that are critical to the school.

1. School policies and procedures

This plan has been developed in accordance with, and will be implemented alongside, the following school and local authority policies and procedures:

- Critical Incident Policy
- Bereavement Policy
- Data and E-Security Breach Prevention and Management Plan
- Adverse Weather Policy
- Fire Safety Policy
- Lockdown and Evacuation Policy
- Strike Action Policy
- Infection Control Policy

In line with the school's Data and E-Security Breach Prevention and Management Plan, the school ensures that only relevant individuals have access to this Business Continuity Plan, with particular reference to the tables providing an overview of data held by the school within this plan, to uphold data security.

2. Contact details

Senior Incident Response Team:

Role	Name	Telephone number
Chair of Governing Body	Jeff Fish	07814381959
Headteacher and DPO	Simon Roberts	07702737036
Deputy Headteacher	Rachel Williams	07427569519

Coordinating Incident Response Team:

Role	Name	Telephone number 1
Teaching and Learning - SLT	Anna Street	01443 202928
Curriculum Lead - SLT	Nikki Oldfield	01443 202928
ALN Co-ordinator – SLT	Sarah Parker	01443 202928

Operational Incident Response Team:

Role	Name	Telephone number
School Clerk	Sue Rees	01443 202928
Site Manager	Graham Hole	07986988251

NOTE: The operational incident response team will also involve other staff within the school, such as teachers and teaching assistants

Out of hours contact list - School staff and governors:

Role	Name	Telephone number
Site Manager	Graham Hole	07986988251
Chair of Governing Body	Jeff Fish	07814381959
Headteacher	Simon Roberts	07702737036
Deputy Headteacher	Rachel Williams	07427569519

3. Roles and responsibilities

The headteacher is responsible for:

- The overall implementation of this plan and ensuring that staff members are aware of their responsibilities.
- Ensuring the school has the capacity to respond to unforeseen circumstances.
- Determining the school's overall response and recovery strategy.
- Acting as part of the senior incident response team to coordinate a response to an incident.
- Taking lead responsibility for any decisions made during an incident.
- Maintaining the welfare of all staff and pupils.

The business continuity coordinator is responsible for:

- The development of the Business Continuity Plan.
- Acting as a key member of the coordinating incident response team and reporting directly to the headteacher.
- Developing continuity arrangements and strategies, e.g. alternative relocation sites and use of temporary staff.
- Ensuring staff, pupils, governors, and any other relevant individuals, are involved in the development of the plan.
- Actioning practice run throughs of the plan for different emergency situations.
- Conducting debriefs following an incident or practice run through to identify ways in which the plan can be improved.
- Maintaining a log of all key decisions and actions taken in relation to an incident.
- Ensuring relevant staff members are trained to undertake their responsibilities in relation to the plan.
- Maintaining the welfare of all staff and pupils.
- Ensuring this plan is routinely reviewed and updated where necessary

The senior incident response team is responsible for:

- Announcing when an incident is taking place and activating the response as appropriate.
- Leading the school's initial and ongoing response to an incident.
- Nominating a communications coordinator, as part of the coordinating incident response team, to lead on the school's communication response with key stakeholders.
- Nominating a recovery coordinator, as part of the coordinating incident response team, to lead and report on the school's recovery process, identify next steps to take following an incident, and work with the business continuity coordinator to ensure next steps are incorporated into the plan.
- Notifying relevant stakeholders of the incident, plan activation and ongoing response.
- Providing direction and leadership to the whole school community.
- Managing the deployment of resources.
- Prioritising the recovery of key activities disrupted by the incident.
- Liaising with the coordinating incident response team.
- Maintaining the welfare of all staff and pupils.

The coordinating incident response team is responsible for:

- The general management and coordination of the incident response.
- Liaising with emergency services and children's services.
- Recommending the response of the operational incident response team.
- Maintaining a detailed log of the incident.
- Presenting possible options of response to the senior incident response team.
- Maintaining the welfare of all staff and pupils.

The operational incident response team is responsible for:

- Assisting with the recovery of the school.
- Communicating to and from the senior incident response team and coordinating incident response team.
- Maintaining the welfare of all staff and pupils.

The caretaker / site manager is responsible for:

- Maintaining the security of the school premises during an incident.
- Communicating with the incident response teams during an incident with regards to any building or site issues.

The data protection officer (DPO) is responsible for:

- Working alongside the e-safety officer and the Local Authority (LA) to ensure the resilience of the school's ICT equipment and security of the school's data.
- Working with the business continuity coordinator and the LA to develop proportionate responses to a compromise of ICT equipment or loss of data.
- Leading the school's response to a breach of the school's ICT equipment and potential loss of data, in accordance with the Data and E-Security Breach Prevention and Management Plan. Liaise with Data Protection Team (LA)

CONTEXT

KEY POINTS ABOUT SCHOOL	
Location of School	Lancaster Drive, Llantwit Fardre CF38 2NS
Size of School	Primary School
Organisation of School	<p>The school has 9 classes with children aged reception to year 6. There is a full- time nursery which is housed in a separate building adjacent to the main building of the school. The school is organised into ‘areas’</p> <p>Area 1: Year 3 and 4 Area 2: Year 1 and 2 and LRB for KS2 children Area 3: Reception and Year 1</p> <p>Outside classes (portacabins): years 4, 5 and 6 and LRB for Foundation Learning children. The school has 4 portacabins, 2 housed on the junior yard and 2 housed on the infant yard. The 2 portacabins on the junior yard house Year 4/5 and the staffroom with the 2 portacabins on the infant yard housing both Year 5 and 6 and the FL LRB.</p> <p>The school has 2 Local Authority Learning Support Classes, one with year 1 and 2 children and the other with children ranging from year 3 to 6. All children are ASD.</p> <p>Entry to the school is via the main gate on Lancaster Drive or one at the far top corner which backs onto the local community playground. The school has a number of playing areas, nursery yard, infant yard, FPLSC play area, junior yard and the large playing field at the front of the school. The staff car park is to the front of the building. The school has one office/reception area at the front of the building where all visitors report. The school has its own kitchen which is integral to the main building.</p>
Age Range of Pupils	3 - 11
Number of Pupils	236
Number of Teachers	1 headteacher, 1 deputy headteacher, 11 teachers
Number of HLTA's	3
Number of Learning Support Assistants	12
Other Staff	1 full time school clerk, 1 part time school clerk (10 hours) 1 site manager, 8 supervisory assistants, 5 breakfast club staff, 3 kitchen staff

4. Critical School Activities - Priorities

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

Critical Activities	Description	Statutory Duty	Non-Statutory Duty
Teaching & Learning	Ensure access of all pupils to quality teaching and learning experiences	X	
Safeguarding Children	Ensure the welfare / child protection rights of all pupils	X	
Health & Safety	Ensure the safety of all persons on the school site	X	
Catering	Ensure the provision of school meals	X	
Communication	Ensure clear lines of communication with school stakeholders	X	
Access to ICT	Ensure appropriate access and opportunities to teaching learning through ICT		X
Extracurricular	Ensure opportunities for teaching and learning experiences out of hours		X
Facilities Management	Ensure the cleaning and security of the school site		X
Transport	Ensure access to the school via school transport during the school day		X

The table below shows a sliding scale of impact in relation to the period of time the school can afford an interruption. Based on this the school lists the critical activities in terms of the description of impact and actions the school would take to mitigate these impacts.

DESCRIPTION OF IMPACT	NUMBER	PRIORITY
CATASTROPHIC IMPACT	1	Processes that cannot afford an interruption and must be continuous
HIGH IMPACT	2	Processes that can withstand an interruption of up to 24 hours
MODERATE IMPACT	3	Processes that can withstand an interruption of up to 72 hours
LOW IMPACT	4	Processes that can withstand an interruption of up to 7 days
NEGLIGIBLE IMPACT	5	Processes that can withstand an interruption of longer than 7 days

PRIORITY 1 – PROCESSES WE BELIEVE CANNOT AFFORD AN INTERRUPTION AND MUST BE CONTINUOUS

PRIORITY LEVEL 1	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
COMMUNICATION WITH STAKEHOLDERS	1-2 DAYS	Risk to relevant information not being accessible <ul style="list-style-type: none"> Ensuring stakeholder accessibility if school is closed 	<ul style="list-style-type: none"> Stakeholder Contact Lists is up to date, including: <ul style="list-style-type: none"> staff, parents/carers, local authority emergency contacts ... We have plans and arrangements in place to ensure that all stakeholders are communicated with prior to implementation of any critical school actions, i.e. <ul style="list-style-type: none"> We will update RCT School Closure Website We will inform parents / carers via the school's usual channels (teachers2parents, school website, Twitter) We will ensure that the local authority is aware of the closure including School Transport and Catering.

PRIORITY LEVEL 1	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
SAFEGUARDING Particularly Vulnerable Pupils	1 DAY	Risk to harm / wellbeing <ul style="list-style-type: none"> Ensuring the safeguarding and wellbeing of staff members & pupils Resources – DSL, Staff, MyConcern 	<ul style="list-style-type: none"> Annual risk assessments undertaken / vulnerable pupil list Schools will continue to communicate with vulnerable pupils and/or pupils with Additional Learning Needs and ensure they receive the support required. Schools should maintain contact with vulnerable pupils on a regular basis.

PRIORITY LEVEL 1	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
CATERING Particularly Free School Meals	2 DAYS 1 WEEK TO NORMAL SERVICE	Risk wellbeing <ul style="list-style-type: none"> Ensuring pupils receive their statutory entitlement. Resources: Catering facilities and resources 	<ul style="list-style-type: none"> List of FSM pupils & Universal FSM Liaise with the local authority to agree what can be prepared for FSM pupils. During periods of school closures, local authorities should carefully consider how pupils who are eligible for FSM access their entitlement.

PRIORITY LEVEL 1	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
TEACHING & LEARNING	1 WEEK	Risk to quality of learning <ul style="list-style-type: none"> ● Ensuring pupils receive their statutory entitlement ● Resources: Staff, building, educational resources 	<ul style="list-style-type: none"> ● Identify pupils likely to disengage from learning ● We will continue to communicate with vulnerable pupils and/or pupils with Additional Learning Needs and ensure they receive the support required. Schools should maintain contact with vulnerable pupils on a regular basis.
		Risk to learner engagement <ul style="list-style-type: none"> ● Effective planning for learner continuity where pupils are unable to engage with their learning in face-to-face lessons in school. 	<ul style="list-style-type: none"> ● Our ‘Blended Learning Action Plan’ sets out clear expectations for delivery of a quality curriculum. All staff are aware of and receive professional learning opportunities to ensure these expectations. Thus, we are confident that the quality of virtual learning should be as comparable as possible to the face-to-face learning experiences in the classroom in terms of content, feedback, progress, etc., whilst recognising that remote learning provides a very different context to face-to-face learning. ● Therefore, learning will be broad and balanced, and cover a range of knowledge, skills and expertise. ● We are aware and have considered that asynchronous and synchronous or digital and face-to-face learning provide different opportunities for skill development and the type of learning we will deliver will be aligned with the type of virtual learning offered. ● Our focus will be on pupils continuing to progress with their learning irrespective of the method of learning.
		Risk to continuity and applicability <ul style="list-style-type: none"> ● Ensuring an as close to possible classroom curriculum 	<ul style="list-style-type: none"> ● Where possible, we will align the remote learning curriculum with the existing face-to-face curriculum. ● Remote learning should, as far as possible, focus on the normal programme of study or schemes of work pupils would follow if they attended school. This will be particularly important for the most critical pupils transitioning to comprehensive school.

PRIORITY LEVEL 1	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
TEACHING & LEARNING		<p>Risk to effective transition to and from remote learning</p> <ul style="list-style-type: none"> ● Ensure appropriate strategies and support to ensure effective transition 	<ul style="list-style-type: none"> ● Moving to and from remote learning should be as smooth and practical a process as possible. When the need arises to move to remote learning, there should be as minimal a gap as possible in providing quality learning experiences. ● To enable a smooth transition to virtual learning, pupils should have relevant logins, access to work, resources* and be trained to use any virtual learning platform as necessary prior to any disruption. This will ensure learning will continue without any unnecessary breaks. * We have contingencies in place to support pupils with ICT connectivity and access issues. ● We will follow our ‘Blended Learning Action Plan’ to blend remote learning activities within our normal school curriculum during periods when pupils attend school. This will ensure that pupils are familiar with the learning platform and remote learning process. ● We will consider the age and ability of our pupils to make sure the leaning is appropriate, ensuring that any expectations for parent or carer support, and the availability of parent or carer support.
		<p>Risk to staff wellbeing re. work / life balance</p> <ul style="list-style-type: none"> ● Managing workforce, expectation, and well-being. 	<ul style="list-style-type: none"> ● Where possible, learning through a virtual platform will closely mirror the quality of learning face-to-face. We have ensured and will continue to ensure professional learning opportunities to be able to plan, deliver and evaluate learning using blended approaches. ● We have set realistic expectations for learning during periods of disruption. This includes learners’ entitlement to appropriate learning time. ● We have considered and set guidelines highlighting differences for staff when planning, delivering and evaluating blended and/or virtual learning, and create systems that not only enhance learning but support staff

PRIORITY LEVEL 1	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
			<p>well-being. We have considered staff well-being and workload expectations and work alongside all staff to ensure they are aware of the schools 'Blended Learning Action Plan' which has guidelines for staff delivering blended learning and highlights staff wellbeing.</p> <ul style="list-style-type: none"> ● We value working collaboratively within our cluster to deliver learning and share best practice resources, doing so to maximise learning opportunities and manage staff wellbeing.
		<p>Risk of inappropriate learning expectations - time</p> <ul style="list-style-type: none"> ● Ensure recognition by staff, pupils and parents of age / stage appropriate periods of learning 	<ul style="list-style-type: none"> ● Our 'Blended Learning Action Plan' specifies what we consider to be appropriate periods of blended or digital learning (in line with WAG recommendations) which recognise the age and/or progression step of each learner and the minimum periods of independent learning that can be expected of them.

PRIORITY 2 – PROCESSES WE BELIEVE CAN WITHSTAND AN INTERRUPTION OF UP TO 24 HOURS

PRIORITY LEVEL 2	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
ICT INFRASTRUCTURE	1 DAY	<p>Risk of loss of school data being backed up</p> <ul style="list-style-type: none"> ● Ensure link to central servers through RCTCBC and / or external provider 	<ul style="list-style-type: none"> ● Link with central server and back up already in place

PRIORITY LEVEL 2	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
SCHOOL TRANSPORT	1 WEEK	Risk of losing access to learning <ul style="list-style-type: none"> Ensure that pupils are able to attend school or access blended learning 	<ul style="list-style-type: none"> List of pupils who travel on School Transport Contact parents / carers of pupils who use School Transport to inform / update them re. transport situation and ascertain who is able to transport their child/ren. Liaise with School Transport to ensure alternative transport arrangements are implemented. Implement 'Blended Learning Action Plan' for pupils who are unable to get to school.

PRIORITY 3 – PROCESSES WE BELIEVE CAN WITHSTAND AN INTERRUPTION OF UP TO 72 HOURS

PRIORITY LEVEL 3	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
CLEANING	1 DAY SCHOOL OPEN 1 WEEK NORMAL SERVICE	Risk of impact on cleanliness of school – H&S risk <ul style="list-style-type: none"> Ensure interim cleaning provision 	<ul style="list-style-type: none"> We will work with our cleaning service provider RCT Cleaning Services and RCTCBC to ensure cleanliness of school. We will maintain 7+ days of cleaning supplies at school. We will use our relief cleaners for interim. We will use external contractors if relief cleaners are not available.

PRIORITY LEVEL 3	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
SITE MANAGEMENT	1 DAY	Risk of impact on maintenance and upkeep of school – H&S risk <ul style="list-style-type: none"> Ensure interim site management provision 	<ul style="list-style-type: none"> We will work with RCTCBC to ensure site management is maintained. We will use our relief caretaker for interim. We will use external contractors if relief caretaker is not available.

PRIORITY 5 – PROCESSES WE BELIEVE CAN WITHSTAND AN INTERRUPTION OF LONGER THAN 7 DAYS

PRIORITY LEVEL 5	RECOVERY TIME	IMPACT & REQUIREMENTS	ACTIONS
EXTRACURRICULAR	2- 4 WEEKS	Risk of disengaged pupils <ul style="list-style-type: none"> • Ensure opportunities to enhance learning for pupils 	<ul style="list-style-type: none"> • We will consider running alternative provisions. • We will liaise with schools in our cluster / and external providers in order to offer extracurricular provision for our pupils.

Paper-based records

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

Document type	Information held	Location	Duplicated? (Y/N)	Where are duplicates held?
Admissions files	Pupils' personal data	Locked cabinet in Clerk's office	N	N/A

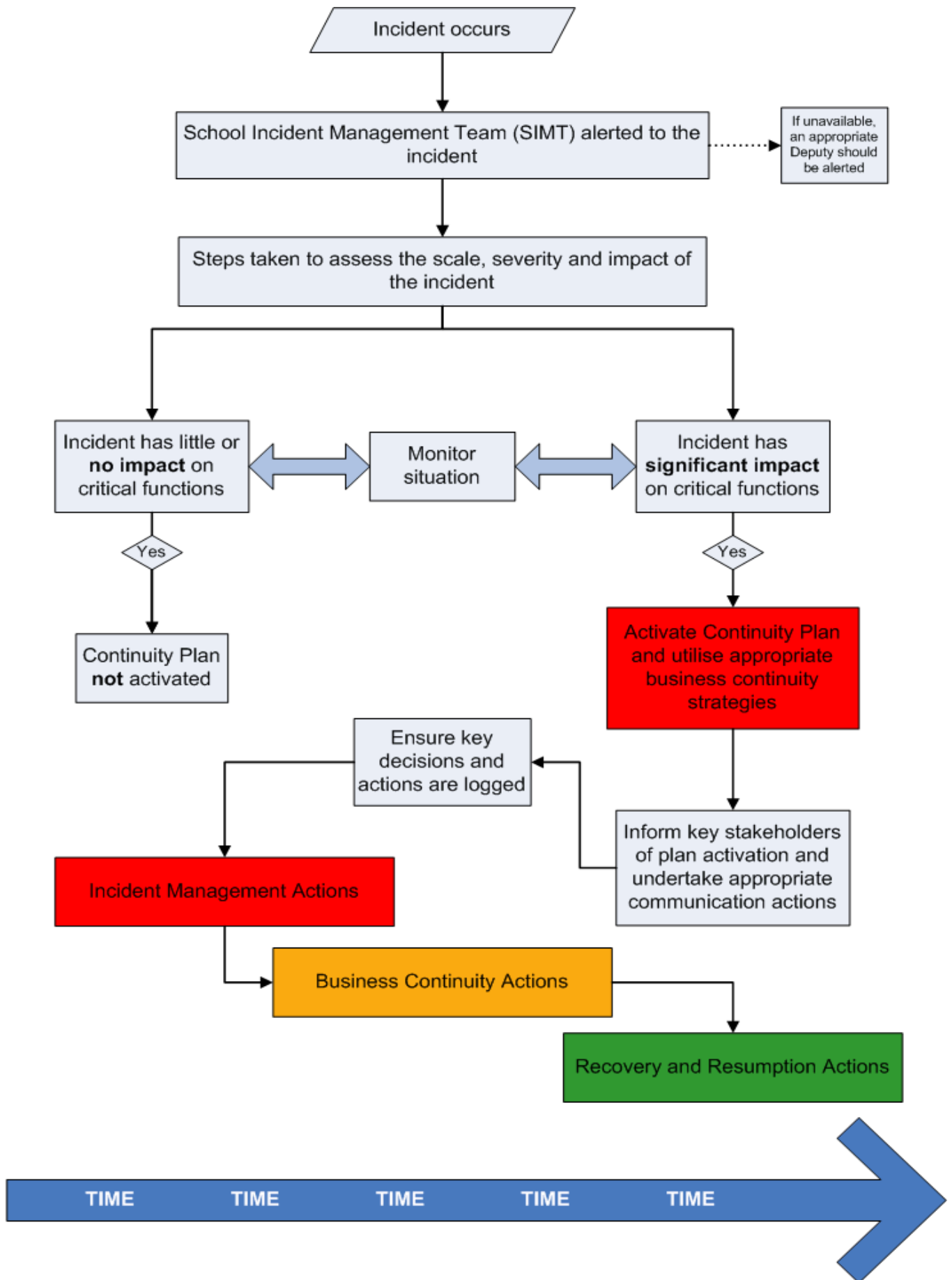
ALN files	Pupils' personal data	Provision Map	N	N/A
Staff Performance Management files	Staff performance records	Locked cabinet in Headteacher's office	N	Most Recent Secure files on school network
Free School Meal information	Pupils' personal data	School office	Y	Secure files on school network
Health and Safety files	H&S files	Headteacher's office	Y	Secure files on the school network

High-value items

The table below identifies any items held within the school with a value over £500 which have been included for insurance purposes following an incident. A full ICT asset register is kept on the Clerks computer.

Item	Make/model	Serial number	Value	Purchase date	Owner - leased	End of lease date

Activation Plan



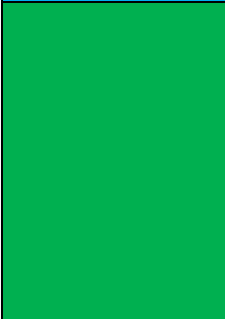
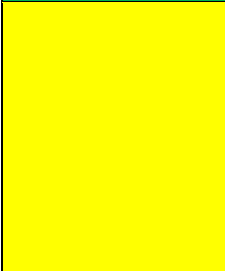
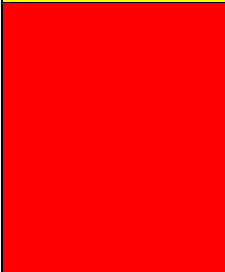
Risk Ratings

The school has defined this risk-rating system specifically to scoring risks in relation to the particular risks that may arise following a critical incident.

To establish your risk rating, it is necessary to multiply the perceived likelihood (or probability) of that risk occurring (score 1 - 5) with the perceived impact (or consequence) of the risk (score 1-5). Please see tables below for guidance on risk rating scores.

Likelihood		Impact		Risk Rating		Action
1	Rare	1	Insignificant	1-3	Low	Risk to be noted on register with monitoring – no further action required
2	Unlikely	2	Minor	4-8		Monitoring to assess changes in risk rating – possible escalation
3	Possible	3	Moderate	9-15	Medium	Take appropriate action to manage the risk
4	Likely	4	Major	16-24		Risk to be actively managed with appropriate risk control activities
5	Almost Certain	5	Catastrophic	25	High	Immediate escalation to head teacher for risk control activities

Risk-rating impacts are further defined below:

Risk-rating	Description
	<ul style="list-style-type: none"> ● Disruption affects a single class, year group or other function and can be managed through normal operational activities ● Disruption is not serious or widespread and is unlikely to affect school operations to a significant degree ● No significant impact on staff or pupil safety ● The Senior Incident Response Team needs to be notified and the incident needs to be monitored ● Possible partial or full activation of the Business Continuity Plan
	<ul style="list-style-type: none"> ● Disruption affects more than one-year group, class or other function and remains self-contained ● The affected area has the capacity to manage the disruption – with or without support ● May require activation of specific resources, e.g. ICT ● Significant impact on staff or pupils' safety ● Senior Incident Response Team needs to be notified to discuss whether to activate the Business Continuity Plan ● Escalation of the incident needs to be monitored ● Likely partial or full activation of the Business Continuity Plan
	<ul style="list-style-type: none"> ● Disruption affects the whole school and possibly the local community ● Major impact on pupil or staff safety ● Affected area does not have the capacity to manage the disruption ● Requires the activation of specific resources, e.g. ICT ● Senior Incident Response Team needs to be notified to discuss whether to activate the Business Continuity Plan ● Escalation of the incident needs to be monitored ● Activation of the Business Continuity Plan, where necessary

Potential disruptions

The school has identified the most foreseeable types of disruption that could disrupt the school's critical services and activities to such an extent that they threaten:

- Pupil's education
- Health, safety and welfare of pupils, staff, visitors or members of the public

i.e. the school's ability to provide a service in the event of an incident.

Those types of disruptions include, but are not limited to:

- Loss of premises
- Loss of staff
- Failure of ICT systems
- Loss of services, e.g. electricity, gas, water or food

The incident response, continuity and recovery procedures outlined in sections [12](#), [13](#) and [14](#) of this plan are applicable to all incidents; however, the school has identified specific provisions in addition to these procedures for each potential disruption.

Loss of premises

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

- Fire Safety Policy
- Adverse Weather Policy
- Lockdown and Evacuation Policy

Disruption	Risk rating			Incident response
	Likelihood	Impact	Rating	
Complete loss of site	1	5	5	<ul style="list-style-type: none"> • Agreements with local schools where there is capacity to accommodate additional pupils • Off-site activities, e.g. physical activities, school trips
Partial loss of site	2	3	6	<ul style="list-style-type: none"> • Use of alternative on-site buildings • Use of temporary accommodation • Use of off-site facility if available • Off-site activities, e.g. physical activities, school trips
Temporary loss of premises (e.g. utility failure)	3	4	12	<ul style="list-style-type: none"> • Virtual learning • Off-site activities, e.g. physical activities, school trips

Loss of staff

Loss of staff is most likely to occur during adverse weather, strike action, pandemic, ill health etc. It is a critical function of the school to provide a suitable number of teaching staff to deliver pupils' education. The provisions outlined below are implemented in accordance with the following school policies:

- Adverse Weather Policy
- Strike Action Policy
- Infection Control Policy

Disruption	Risk rating			Incident response
	Likelihood	Impact	Rating	
Adverse weather (e.g. high winds, snow, heat wave, drought ...)	4	4	16	<ul style="list-style-type: none"> • Alternative teaching arrangements • Alternative transport arrangements • School closure • Use of temporary staff • Cross-skilling staff members • Use of pre-prepared teaching materials • Suspending non-critical activities • Larger class sizes, where possible • Mutual support agreements with other schools
Strike action	3	5	15	<ul style="list-style-type: none"> • Alternative teaching arrangements • Alternative transport arrangements • School closure • Use of temporary staff • Cross-skilling staff members • Use of pre-prepared teaching materials • Suspending non-critical activities • Larger class sizes, where possible • Mutual support agreements with other schools
Illness, seasonal flu, pandemic	3	4	12	<ul style="list-style-type: none"> • Alternative teaching arrangements • Alternative transport arrangements • School closure • Use of temporary staff

				<ul style="list-style-type: none">• Cross-skilling staff members• Use of pre-prepared teaching materials• Suspending non-critical activities• Larger class sizes, where possible• Mutual support agreements with other schools• Hygiene precautions
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Failure of ICT systems

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

- Data and E-Security Breach Prevention and Management Plan

Disruption	Risk rating			Incident response
	Likelihood	Impact	Rating	
Failure of ICT system	2	4	8	<ul style="list-style-type: none"> • Back-up paper system • Back-up server • Disaster recovery contacts • Off-site back-up arrangements • 'Cloud' arrangements – secure external network • Virtual learning • Report data loss to ICO where necessary • Notify data subjects where necessary
Loss of data	1	4	4	<ul style="list-style-type: none"> • Back-up paper system • Back-up server • Disaster recovery contacts • Off-site back-up arrangements • Cloud arrangements – secure external network • Report data loss to ICO where necessary • Notify data subjects where necessary

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

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

- The school records some information using paper-based records, for example, ALN, Safeguarding, Pupil Progress Records. The e-safety officer is responsible for maintaining paper records.

- In line with [section 6](#) of this policy, the school adopts back-up procedures for paper-based records

Loss of services

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

Disruption	Risk rating			Incident response
	Likelihood	Impact	Rating	
Electricity / Gas loss	2	4	8	<ul style="list-style-type: none"> • Additional portable heaters • Pre-identified alternative suppliers • Insurance cover • Mutual support agreements with other schools
Water loss	2	5	10	<ul style="list-style-type: none"> • Pre-identified alternative suppliers • Insurance cover • Mutual support agreements with other schools
Telephone failure / Message system failure	1	2	3	<ul style="list-style-type: none"> • Use of apps / internet / mobile phones to communicate with parents / carers / LA ...
Transport disruption / Loss of school bus service	1	5	5	<ul style="list-style-type: none"> • Alternative transport arrangements
Loss of crucial supplier or partner (payroll, finance system)	1	3	3	<ul style="list-style-type: none"> • LA contingencies

Violent aggressive behaviour / action

The following provisions outline the school's response in the event of the threat of or actual violent aggressive behaviour in immediate vicinity of the school or on the school site:

Disruption	Risk rating			Incident response
	Likelihood	Impact	Rating	
Violent extremist activity	1	5	5	<ul style="list-style-type: none"> Implement PREVENT strategies
Violent and aggressive action by a disgruntled parent	2	5	10	<ul style="list-style-type: none"> Door entry procedures to ascertain intent of visitors Procedures in place to ensure staff support is readily available at the earliest opportunity Office / all staff vigilance Weekly H&S briefings to notify staff of potential problems & brief / debrief staff of incidents
Violent and aggressive action by others	1	5	5	<ul style="list-style-type: none"> Door entry procedures to ascertain intent of visitors Procedures in place to ensure staff support is readily available at the earliest opportunity Office / all staff vigilance Weekly H&S briefings to notify staff of potential problems & brief / debrief staff of incidents

INITIAL Response to Incident

Requirement	Other action to take	Responsible person	Completed?
INITIAL RESPONSE INCIDENT			
Assess the severity of the incident	<ul style="list-style-type: none"> ● Determine: <ul style="list-style-type: none"> - The situation - The impact on pupils and staff - The scale/severity, duration and impact ● Disseminate information to others ● Call emergency services if necessary ● Evacuate/invacuate/lockdown the school building if necessary. 	Headteacher	
Nominate individuals to carry out the following roles: <ul style="list-style-type: none"> ● Business continuity ● Communications ● Log-keeping ● Media management ● Resources ● Welfare 	Information on responsibilities found in section 3 of the Business Continuity Plan. Remember to: <ul style="list-style-type: none"> • Allocate tasks amongst the senior incident response team. • Ensure staff are clear about their responsibilities. • Establish the location and frequency of meetings. 	Headteacher	
Inform all other staff of the incident	<ul style="list-style-type: none"> ● Contact the coordinating incident response team ● Contact the operational incident response team ● Inform all other staff and governors as appropriate 	Headteacher	
Consider how the incident affects extended services	<ul style="list-style-type: none"> ● Liaise with extended services as necessary 	Headteacher	
Maintain a log of any injuries sustained to pupils, staff or visitors	<ul style="list-style-type: none"> ● Ensure the log is provided to emergency services 	Headteacher	
Work closely with other services, e.g. emergency services, as required	<ul style="list-style-type: none"> ● Provide information to those arriving on the premises. ● Ascertain the whereabouts of all pupils, staff and visitors and ensure emergency services are aware of anyone who is 	Headteacher	

	unaccounted for		
Contact relatives of those involved in the incident if appropriate	<ul style="list-style-type: none"> Decide the most appropriate method – if the incident is very serious, liaise with the police about informing next of kin 	Headteacher	

Initial Response to Incident (continued)

Requirement	Other action to take	Responsible person	Completed?
INITIAL RESPONSE			
INCIDENT			
Where the incident involves failure of ICT systems or a loss of data, take steps to maintain security of systems as appropriate	<ul style="list-style-type: none"> Liaise with e-safety officer and DPO to maintain security of the school's network and data Refer to the Data and E-Security Breach Prevention and Management Plan Attempt to recover important documentation Contact organisations which can assist with document recovery if necessary Notify the ICO of personal data breach within 72 hours, if necessary Notify data subjects of personal data breach, if necessary 	Headteacher	

RESOURCES – INITIAL RESPONSE

Requirement	Other action to take	Responsible person	Completed?
INITIAL RESPONSE			
RESOURCES			
Secure school premises	<ul style="list-style-type: none"> Ensure school premises are secure 	Headteacher Site manager	
Maintain access to school entrance	<ul style="list-style-type: none"> Ensure emergency services can access the school premises as required Prevent parking in restricted zones 	Headteacher Site manager	

Work with school staff and the emergency services to control access to the school	<ul style="list-style-type: none"> • Advise staff to check the identity of others when arriving at the school premises • Provide authorised visitors with ID badges and ensure they sign in and out • Ensure media access is controlled • Advise emergency services of any property related issues or hazards, e.g. asbestos, and provide with a site map if appropriate 	Headteacher	
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WELFARE – INITIAL RESPONSE

Requirement	Other action to take	Responsible person	Completed?
INITIAL RESPONSE			
WELFARE			
Establish arrangements to meet the welfare needs of pupils, staff, parents, visitors and others	<ul style="list-style-type: none"> • Identify pupils who may require additional support: <ul style="list-style-type: none"> - Those with ALN - Those with other medical needs - Those with personal emergency evacuation plans - Any individual who is particularly vulnerable or badly affected, e.g. a witness to the incident • Identify any staff members, volunteers, parents or others who may be particularly affected by the incident 	Headteacher ALNCo	

RECORD KEEPING – INITIAL RESPONSE

Requirement	Other action to take	Responsible person	Completed?
INITIAL RESPONSE			
RECORD KEEPING			
Incident Record Keeper to attend meetings held by the Senior Incident Response	<ul style="list-style-type: none"> • Keep an Incident Log to ensure that all key decisions and actions taken in relation to the incident are recorded accurately 	Headteacher	

Team			
Ensure that each member of staff keeps an incident log	<ul style="list-style-type: none"> Incident logs should be regularly communicated to the appropriate incident response team, who should then communicate to other response teams 	Headteacher	

COMMUNICATIONS – INITIAL RESPONSE (See also Communication Action Cards)

Requirement	Other action to take	Responsible person	Completed?
INITIAL RESPONSE COMMUNICATIONS			
Co-ordinating communications	<ul style="list-style-type: none"> Co-ordinating communication with key stakeholders as necessary (i.e. staff, governors, parents/carers, council, LA, school transport, school dinners, emergency services, H&S executive etc.) 	Headteacher	
Dedicate telephone lines for incoming and outgoing calls	<ul style="list-style-type: none"> Arrange extra support at reception if necessary 	Headteacher	
Record a new message on the school answerphone if appropriate	<ul style="list-style-type: none"> Consider setting the phone to 'answer only' mode 	Headteacher	
Inform those involved in the response of any communication difficulties, e.g. poor signal	<ul style="list-style-type: none"> Help staff with any communication needs 	Headteacher	

MEDIA COORDINATOR – INITIAL RESPONSE

Requirement	Other action to take	Responsible person	Completed?
INITIAL RESPONSE MEDIA COORDINATOR			

Collate information	<ul style="list-style-type: none"> Collating information about the incident for dissemination to relevant authorities / persons 	Headteacher	
Organise appropriate responses to media requests	<ul style="list-style-type: none"> Seek support from other organisations as appropriate, e.g. emergency services or the LA 	Headteacher	
Control media access to the premises, staff and pupils	<ul style="list-style-type: none"> Avoid allowing access to the site, pupils or staff unless there is a reasonable reason to do so and consent has been sought Liaise with the police if necessary Designate a specific area for the media, away from the school entrance 	Headteacher	
Develop a brief media statement	<ul style="list-style-type: none"> Information must be limited until facts are clear and all parents have been notified – Liaise with LA 	Headteacher	

CONTINUED Response to Incident

Requirement	Other action to take	Responsible person	Completed?
CONTINUED RESPONSE			
INCIDENT			
Continue to allocate tasks for each incident response team	<ul style="list-style-type: none"> Work closely with the Senior Incident Response Team to coordinate actions and resolve any complications or difficulties If the response is likely to last for a significant amount of time, e.g. longer than two hours, consider staff rotation 	Headteacher	
Plan to maintain critical activities	<ul style="list-style-type: none"> Consider how the following activities are maintained: <ul style="list-style-type: none"> Immediate and ongoing priorities Communication strategies Resource availability Deployment of resources Roles and responsibilities Finance Monitoring and reporting on the situation Stakeholder engagement 	Headteacher	

	<ul style="list-style-type: none"> - Welfare issues - Planning the recovery of non-critical activities 		
Minimise disruption to education	<ul style="list-style-type: none"> • Ensure arrangements are in place to keep the school open and maintain normal routines wherever possible • Ensure parents are informed of any changes to the school routine 	Headteacher	
Ensure regular briefings are given	<ul style="list-style-type: none"> • Give briefings to: <ul style="list-style-type: none"> - Staff - Pupils - Parents - Governors - Services – emergency or otherwise 	Headteacher	
Work closely with the media management to provide regular briefings to the media	<ul style="list-style-type: none"> • Seek support from other organisations if necessary 	Headteacher	

CONTINUED Response to Incident (Continued)

Requirement	Other action to take	Responsible person	Completed?
CONTINUED RESPONSE			
INCIDENT			
Ascertain whether all necessary individuals have been informed of the incident	<ul style="list-style-type: none"> • In the event of a serious injury or fatality, ensure the HSE has been informed in line with RIDDOR 	Headteacher	
Seek advice on legal and insurance issues if appropriate	<ul style="list-style-type: none"> • If the incident is a crime scene, seek advice from the police and other emergency services 	Headteacher	

RESOURCES - CONTINUED RESPONSE

Requirement	Other action to take	Responsible person	Completed?
CONTINUED RESPONSE			
RESOURCES			
Liaise with utility suppliers as required	<ul style="list-style-type: none"> Continuation 	Headteacher	
Establish safe and secure areas to assist with the response	<ul style="list-style-type: none"> Areas may include: <ul style="list-style-type: none"> Media briefing room Briefing area for parents Senior Incident Response Team briefing room 	Headteacher	
Liaise with staff and other organisations to provide access to facilities and resources as required	<ul style="list-style-type: none"> If necessary, open or close parts of the school premises Liaise with the business continuity coordinator to establish temporary accommodation, if required 	Headteacher	
Ensure the school premises is secure	<ul style="list-style-type: none"> Provide temporary fencing around damaged areas and arrange for broken windows to be boarded, for example 	Headteacher	

WELFARE - CONTINUED RESPONSE

Requirement	Other action to take	Responsible person	Completed?
CONTINUED RESPONSE			
WELFARE			
Assess the welfare of those involved	<ul style="list-style-type: none"> Continue to monitor and provide support for those that have been affected by the incident Ensure staff take regular rest periods 	Headteacher	
Determine arrangements for	<ul style="list-style-type: none"> Ensure members of staff are available to meet families 	Headteacher	

returning pupils to their parents			
Inform pupil of the incident	<ul style="list-style-type: none"> • Seek support from educational psychologists about the best way to inform pupils, if necessary • Ensure pupils are spoken to before they leave the school premises to determine if any extra support is needed • Ensure religious and cultural factors are considered wherever necessary 	Headteacher ALNCo	

RECORD KEEPING - CONTINUED RESPONSE

Requirement	Other action to take	Responsible person	Completed?
CONTINUED RESPONSE			
RECORD KEEPING			
Keep accurate records of any individual admitted to hospital or treated by the emergency services	<ul style="list-style-type: none"> • Ensure records are communicated to the Senior Incident Response Team 	Headteacher	
Keep accurate records of all items lost by pupils, staff or visitors	<ul style="list-style-type: none"> • Ensure records are communicated to the Senior Incident Response Team 	Headteacher	
Keep accurate records of all expenditure incurred	<ul style="list-style-type: none"> • Record all costs incurred as a result of the incident response 	Headteacher	

COMMUNICATIONS - CONTINUED RESPONSE (See also Communication Action Cards)

Requirement	Other action to take	Responsible person	Completed?
CONTINUED RESPONSE			
COMMUNICATIONS			
Consider the most effective arrangements for contacting	<ul style="list-style-type: none"> • Ensure a record of all calls 	Headteacher School clerk	

pupils' parents	made to parents is maintained		
Liaise with the business continuity coordinator to communicate to parents	<ul style="list-style-type: none"> Consider letters home that include information on: <ul style="list-style-type: none"> The details of the incident How their child was involved The actions taken to support those involved Who to contact if they have any concerns or queries 	Headteacher	

MEDIA COORDINATOR - CONTINUED RESPONSE

Requirement	Other action to take	Responsible person	Completed?
CONTINUED RESPONSE			
MEDIA COORDINATOR			
Devise an ongoing strategy for handling media requests	<ul style="list-style-type: none"> Work closely with the media to establish what information is required and any deadlines Gather information from the Senior Incident Response Team and other organisations as appropriate (Local Authority) 	Headteacher	
Provide regular statements to the media	<ul style="list-style-type: none"> Ensure messages are accurate Ensure the protection of identities is considered All press releases need to be checked and agreed by emergency services / LA 	Headteacher	
Advise staff on where to direct media enquiries	<ul style="list-style-type: none"> Ask staff, pupils and parents to avoid speculation when talking to the media Avoid the spread of misinformation by ensuring individuals are clear on where to direct enquiries Ensure there is a plan in place to manage any distress that could be caused by ongoing police enquiries, legal proceedings or media attention 	Headteacher	

RECOVERY from Incident

Requirement	Other action to take	Responsible person	Completed?
RECOVERY			

INCIDENT

Nominate an individual to act as the main point of contact for the recovery process	<ul style="list-style-type: none"> Allocate tasks amongst the different response teams 	Headteacher	
Ensure that post-incident support is available to anyone who requires it	<ul style="list-style-type: none"> Ensure access is given to educational psychologists Allow phased returns to school where necessary Staff member will visit the pupil at home or hospital, if applicable, to determine necessary support 	Headteacher	
Minimise disruption to education	<ul style="list-style-type: none"> Put arrangements in place for remote learning where possible Work with school staff to restore the usual school routine as much as possible 	Headteacher	
Work closely with Senior Incident Response Team in organising remedial work	<ul style="list-style-type: none"> Organise remedial work to the school premises Liaise with insurance companies and other organisations as appropriate In the event of a public health incident, consider ordering infection control supplies and increasing the cleaning regime 	Headteacher	
Complete any necessary forms or paperwork	<ul style="list-style-type: none"> Ensure an inventory is held of any equipment that has been damaged or lost Arrange for important items/documentation to be recovered, replaced or destroyed 	Headteacher	
Arrange debriefs	<ul style="list-style-type: none"> Debriefs should be arranged for all staff, pupils, parents and visitors Represent the school at other debriefs which may take place 	Headteacher	
Initiate a review of the Business Continuity Plan	<ul style="list-style-type: none"> Review should be held in conjunction with the different incident response teams to discuss effectiveness and any changes required 	Headteacher	
Consider contacting nearby schools	<ul style="list-style-type: none"> Inform them of any important issues relating to the incident 	Headteacher	

WELFARE - RECOVERY from Incident

Requirement	Other action to take	Responsible person	Completed?
RECOVERY			
WELFARE			
Introduce a strategy to monitor and support pupils and staff particularly affected by the incident	<ul style="list-style-type: none"> • Ensure all staff are aware of this strategy • Offer pupils and staff the opportunity for psychological support and counselling • Ensure pupils and staff know how to access the above services • Arrange any support required and ensure this is in place for as long as necessary • Ensure pupils have access to areas where they can take a timeout if necessary 	Headteacher ALNCo	
Consider which pupils need to be briefed, how and who by	<ul style="list-style-type: none"> • Provide opportunities for pupils to discuss their experiences • Ensure all new pupils are made aware of the incident and how the school and/or community were affected 	Headteacher	

RECORD KEEPING - RECOVERY from Incident

Requirement	Other action to take	Responsible person	Completed?
RECOVERY			
RECORD KEEPING			
Collate all incident logs and make copies if necessary	<ul style="list-style-type: none"> • Collate all incident logs, make copies if necessary and share with relevant bodies (i.e. Governing Body, LA etc.) 	Headteacher School clerk	
Ensure records are archived securely	<ul style="list-style-type: none"> • Ensure these are available to necessary staff members for future reference 	Headteacher	

COMMUNICATIONS - RECOVERY from Incident

Requirement	Other action to take	Responsible person	Completed?
RECOVERY			
COMMUNICATIONS			
Provide ongoing updates to all pupils and parents	<ul style="list-style-type: none"> Organise an event for parents to discuss any issues or concerns 	Headteacher	

MEDIA COORDINATOR - RECOVERY from Incident

Requirement	Other action to take	Responsible person	Completed?
RECOVERY			
MEDIA COORDINATOR			
Keep the media informed of developments in the recovery process	<ul style="list-style-type: none"> Ensure a positive image is maintained Be aware of the media's interest in memorials or anniversaries of the event 	Headteacher	

Activity Log

Completed by:		Sheet number:	
Incident:			
Time	Log details	Further action required	Signed

Financial Expenditure Log

Completed by:		Date:		
Incident:				
Time	Details	Cost (£)	Transaction method	Authorised by

1. KEY CONTACT NUMBERS SCHOOL –

Position	Name	Contact Number
Headteacher	Simon Roberts	07702737036
Deputy Headteacher	Rachel Williams	07427569519
Chairperson of the Governing Body	Jeff Fish	07814381959
Level 3 Safeguarding Officer	Simon Roberts	07702737036
Safeguarding Governor	Sam Ashdown	07393508286
First Aid Officer	Carol Richards	01443 202928
Health and Safety Officer	Simon Roberts	01443 202928 07702737036
Site Manager/Caretaker	Graham Hole	07986988251


2. ADDITIONAL INFORMATION

Additional information is provided at:

<https://gov.wales/learning-continuity-guidance>

3. APPROVAL

This document should be signed by the Headteacher and the Chair of Governors and returned to schoolplanning@rctcbc.gov.uk

Position	Name	Signature	Date
Headteacher	Simon Roberts		13/02/2025
Chair of Governors	Jeff Fish	J. Fish	06/03/2025

Action Card – LOG OF INCIDENT LOG

LOG on incident log - INITIAL RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> ● Open incident log and ensure all below are logged on log by Incident Manager and Records Keeper 	
<ul style="list-style-type: none"> ● Assess the nature of the incident, e.g. Loss of utility supply / Loss of premises / Loss of staff / Loss of ICT / Security/ Safety Incident 	
<ul style="list-style-type: none"> ● Establish what effect the emergency will have on the operation of the school ● Try to ascertain how long the disruption will last ● Communicate using Phone Trees/Emergency Contact Plan ● Follow provisions of Schools Premises documentation to ensure safety and security of those onsite 	
<ul style="list-style-type: none"> ● Consider how the incident will affect any extended services that use the school premises ● Liaise with these services as necessary 	
<ul style="list-style-type: none"> ● Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary) 	
<ul style="list-style-type: none"> ● If appropriate, contact organisations which can assist in document restoration and liaise with LA for assistance in this respect 	

LOG on incident log - ONGOING RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> ● 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) wherever possible 	
<ul style="list-style-type: none"> ● Seek support from other organisations (e.g. cluster schools, the local authority, suppliers / contractors) as required 	
<ul style="list-style-type: none"> ● Work with the ‘communications coordinator’ to ensure staff, pupils and parents / carers are informed of any changes to the school routine 	
<ul style="list-style-type: none"> ● In the event of a public health incident (e.g. a pandemic or localized incident), consider ordering infection control supplies and increasing the cleaning regime 	

LOG on incident log - RECOVERY	Tick / sign / time
<ul style="list-style-type: none"> ● Work with school staff and other organisations to restore the usual school routine as a matter of urgency 	
<ul style="list-style-type: none"> ● Put in place arrangements for remote learning, if necessary 	
<ul style="list-style-type: none"> ● Make an inventory of any equipment which has been damaged ● Arrange for important items / documentation to be salvaged, restored or replaced 	

Action Card – GENERIC ACTIONS

If the school is likely to be closed for a significant period, consider the actions below:

GENERIC ACTIONS – INITIAL RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> ● Ensure premises specific emergency action (as set out in Appendix 3) is implemented. ● If security/safety incident, following provisions of School Premises Documents. ● Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> ● Partially opening the school to some pupils ● Asking a buddy school for assistance ● Purchasing infection control supplies (in the event of a public health incident) 	
<ul style="list-style-type: none"> ● If necessary, assemble an IMT. 	
<ul style="list-style-type: none"> ● Seek support from other organisations (e.g. the local authority) as appropriate. 	
<ul style="list-style-type: none"> ● Ensure that everyone who needs to be aware of the closure is notified. It may be appropriate to inform: <ul style="list-style-type: none"> Pupils Parents / Carers Staff Governors Local radio stations Local Authority 	
<ul style="list-style-type: none"> ● If the closure takes place during the school day, arrange transport for pupils as necessary. 	
<ul style="list-style-type: none"> ● If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely. 	
<ul style="list-style-type: none"> ● Make alternative arrangements for exams if necessary. 	
GENERIC ACTIONS – ONGOING RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> ● Ensure pupils, parents / carers, governors and the media are regularly informed of developments. 	
<ul style="list-style-type: none"> ● Consider how pupils with ALNs, welfare, safeguarding or medical needs may be affected if the school remains closed for an extended period. 	
<ul style="list-style-type: none"> ● Ensure the security of the school premises. 	
<ul style="list-style-type: none"> ● Put in place arrangements for remote learning. 	

Action Card – COMMUNICATIONS Coordinator’s Role

COMMUNICATIONS – INITIAL RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> • After all information has been collated, the head teacher and media co-ordinator, should draw up a communications plan for internal and external audiences. • This plan should include key messages and consistent language and be shared with key staff members (e.g. SMT, governors, partner schools) 	
<ul style="list-style-type: none"> • Record a new message on the school answer phone if appropriate. • Consider setting it to ‘answer only’ mode and directing callers to the School website for information. 	
<ul style="list-style-type: none"> • Dedicate telephone lines with appropriate staffing for incoming and outgoing calls. Arrange extra support at reception if necessary. 	
<ul style="list-style-type: none"> • Support staff with key messages any communication needs they may have. 	
<ul style="list-style-type: none"> • Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area). 	

COMMUNICATIONS – ONGOING RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> • Ensure regular information, as determined in the comms plan, is provided, through agreed channels (e.g. parents comms, website and selected social media platforms) to: <ul style="list-style-type: none"> • Pupils • Parents / Carers • Staff 	
<ul style="list-style-type: none"> • Consider the most effective arrangements for contacting pupils and parents/carers. • Ensure that records of calls made to parents / carers are maintained. 	
<ul style="list-style-type: none"> • Liaise with the Director of Communications about contacting local radio stations. 	
<ul style="list-style-type: none"> • Update the school answer phone regularly with messages as developments arise. 	
<ul style="list-style-type: none"> • Consider feasibility of providing ‘safe’ areas for pupils and staff where counselling or medical support is available as necessary, with staff who are fully briefed on messaging. 	
<ul style="list-style-type: none"> • Liaise with the ‘co-ordination’ role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> • What has happened • How their child was involved • The actions taken to support those involved • Who to contact if they have any concerns or queries 	
<ul style="list-style-type: none"> • In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public. 	

COMMUNICATIONS - RECOVERY	Tick / sign / time
<ul style="list-style-type: none"> • Provide regular briefings to pupils and parents / carers. 	
<ul style="list-style-type: none"> • Assist the ‘business continuity’ role in providing remote / virtual learning to pupils – see IT systems for teaching and learning. 	

<ul style="list-style-type: none"> • Check that any information in the public domain (e.g. website content) is accurate and up-to-date and regularly updated. 	
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Action Card - Record-keeping Coordinator's Role

LOG KEEPING – INITIAL RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> • Attend Response Team briefings. Keep a log of important information, actions taken, and decisions made. 	
<ul style="list-style-type: none"> • Ensure that each member of staff keeps an incident log. 	

LOG KEEPING – RECOVERY	Tick / sign / time
<ul style="list-style-type: none"> • Collate all incident logs, making copies if necessary. 	
<ul style="list-style-type: none"> • Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry). 	

Action Card - Media Management Coordinator's Role

MEDIA MANAGEMENT – INITIAL RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> With Director of Communications develop key messages and / or a brief media statement (designed to provide reassurance) on behalf of the school. This should form part of the communications plan (see Communications Role Action Card). Information given must be limited until the facts are clear and all parents / carers have been notified. 	
<ul style="list-style-type: none"> Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests. 	
<ul style="list-style-type: none"> Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary. 	
<ul style="list-style-type: none"> Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site. 	
<ul style="list-style-type: none"> Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable, the Director of Communications, the Police or local authority may be able to undertake this role. 	
<ul style="list-style-type: none"> Be prepared to be interviewed by the media. 	

MEDIA MANAGEMENT - ONGOING RESPONSE	Tick / sign / time
Work with the media and Director of Communications to establish what information they require and when their deadlines are.	
Gather information from the SMT, emergency services and other organisations as appropriate.	
If media statements are released to press, ensure each conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the Director of Communications and the emergency services (and other organisations as appropriate).	
Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
Try to prevent the spread of misinformation (especially using mobile phones).	

LOG KEEPING – RECOVERY	Tick / sign / time
Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
Be aware of media interest in memorials or anniversaries of the event.	

Action Card – Resource Coordinator’s role

RESOURCES – INITIAL RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> ● Take action to protect property and safety of those on site. ● Consider turning off utility supplies. ● Follow School Premises documentation for each School. 	
<ul style="list-style-type: none"> ● Ensure the emergency services can access/egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places if nature of incident in accordance with School Premises documentation permits this (eg a security incident may not). 	
<ul style="list-style-type: none"> ● Advise the emergency services of any property related issues/hazards (e.g. asbestos, chemical stores). ● Provide personnel with a site map. 	
<ul style="list-style-type: none"> ● Work with other staff and the emergency services to control access to the school and secure the safety of those onsite and the site. ● Advise staff that they might have to prove their identity before the emergency services will grant them access. ● Limit access to those required. ● Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ● Ensure that media access to the site is controlled. 	

RESOURCES – ONGOING RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> ● Liaise with utility suppliers as required. 	
<ul style="list-style-type: none"> ● Establish safe and secure areas to assist the response – e.g. a briefing room to share information with parents / carers / media etc. 	
<ul style="list-style-type: none"> ● Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school. 	
<ul style="list-style-type: none"> ● Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded). 	
<ul style="list-style-type: none"> ● Work with the ‘business continuity’ role to arrange temporary accommodation, if required. 	
<ul style="list-style-type: none"> ● Ensure all financial expenditure incurred is passed to Record Keeping. 	

RECOURSES RECOVERY	Tick / sign / time
<ul style="list-style-type: none"> ● Organise remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate. 	
<ul style="list-style-type: none"> ● Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase. 	
<ul style="list-style-type: none"> ● Procure temporary classrooms if appropriate. 	

Action Card – Welfare Coordinator’s Role

School has identified pupils in terms of who is most at risk / most vulnerable.

WELFARE – INITIAL RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders. 	
<ul style="list-style-type: none"> Identify pupils who may require additional support: <ul style="list-style-type: none"> Those with additional learning needs (ALN) Those with safeguarding / welfare needs (e.g. children in care) Those with medical needs Those with Personal Emergency Evacuation Plans (PEEPs) Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	

WELFARE – ONGOING RESPONSE	Tick / sign / time
<ul style="list-style-type: none"> Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident. 	
<ul style="list-style-type: none"> Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them. 	
<ul style="list-style-type: none"> In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils. 	
<ul style="list-style-type: none"> Where possible, every child should be spoken to, and asked if they are alright, before they leave school. 	
<ul style="list-style-type: none"> Take account of religious and cultural factors. Consider contacting religious leaders within the community for support. 	
<ul style="list-style-type: none"> Ensure that staff take regular rest periods. 	

Welfare - recovery	Tick / sign / time
<ul style="list-style-type: none"> Monitor Pupils and Staff who may be particularly affected by the incident 	
<ul style="list-style-type: none"> Offer pupils and staff the opportunity for ongoing psychological support and counselling. 	
<ul style="list-style-type: none"> Provide opportunities for Pupils and Staff to discuss their experiences. 	
<ul style="list-style-type: none"> Be sensitive to demands that practical issues may make on pupils and staff (e.g. deadlines) 	
<ul style="list-style-type: none"> Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention. 	
<ul style="list-style-type: none"> Consider additional support which may make a return to school or work easier. 	

Emergency Box / Grab Bag Contents

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Parents / Carers, Local Authority, Suppliers etc., local governors
Organisational Information	Staff Handbook (policies and procedures)
	School branding material and stationery
	School logo
	Other key documents
Financial Information	Bank, insurance details, Payroll etc.
	Invoices, purchase orders, etc.
	Financial procedures
	Assets Register and Insurance Policy
Staff Information	Staff contact details
	Staff emergency contact details
IT / Equipment Information	Software licence agreement and key codes – available through supplier
	Office telephone list (for phone divert)
	Back-up rota and data restoration – available online
Equipment and other items	First Aid Kit
	Local A – Z map – staff portable devices
	Portable radio (plus spare batteries)
	Wind up LED torch
	Back-up tapes
	Staff portable devices
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Hazard barrier tape
	Contact details for taxi / transport providers
	School Floor Plans
	Spare keys
	Whistles
	High visibility jacket

Pre-Incident Checklists

Prior to occurrence of critical incident check the following:

As a result of an incident you may be unable to access your premises and access to resources may be limited. Consideration should be given to how you will be able to access information remotely. In the worst case scenarios, it may not be possible to retrieve any information from the site. Consideration should be given to securely storing copies of information offsite.

Communication Checklist

Communications Plan Checklist	Yes/No	Comment / Action
Can you remotely access contact details of?		
Staff		
Governors		
Parents/Carers		
Local Authority		
Utility Companies		
Suppliers		
Contractors		
Insurance companies		
Do you have remote access to issue communications?		
Update school/college website		
Social Media		
Email		
Text		
Incident Information Line		

Staffing Checklist

Managing short-term loss or shortage of staff or skills	Yes/No	Comment/Action
Do you have deputies for all management and incident roles?		
Can you multi / cross skill staff?		
Consider different ways of working, such as:		
● Larger class sizes		
● Use of halls or outside space to accommodate larger numbers		
● Independent Learning (i.e. e-learning, workbooks, worksheets)		
● Distance or home learning		
● Rescheduling of timetable		
● Off-site learning / activities		
● Provision for vulnerable learners		
● Consider alternative resourcing, such as:		
● Redeploy staff from other roles		
● Recruit temporary staff		
● Volunteers (inc school governors)		

• Staff from other schools/colleges		
Is short-term closure necessary?		

Premises / Facilities Checklist & Template

Prior to the occurrence of an incident check that you are able to implement each of the following:

In the event of an incident the Head Teacher / Responsible Officer will need to consider if the facilities are safe and fit for purpose, seeking advice from the emergency services and or other experts such as health and safety advisors, structural engineers, electricians etc. If the premises are considered unsafe then they should be closed and secured until remedial action is complete.

Managing Partial Closure

Isolate and secure the affected areas to prevent unauthorised access and display relevant warning signs
Consider different ways of working (as listed above)
Consider sourcing additional facilities such as modular buildings, portable toilets, generators, lighting etc.
Have you pre-agreed arrangements with other schools and colleges?
If not, can anyone help?
Have you pre-agreed arrangements with other premises in the community i.e. Leisure centre, community centre, town/village hall?
If not, can anyone help?

Managing Total Closure

Secure premises to prevent unauthorised access and display relevant warning signs
Display details of where people can find information about the closure, advice and contact information
Have you pre-agreed arrangements with other schools and colleges?
If not, can anyone help?
Have you pre-agreed arrangements with other premises in the community i.e. leisure centre, community centre, town/village hall?
If not, can anyone help?

Potential Suppliers	Contact details	Comments
Modular buildings / Portable toilets		
Power generators / Lighting		
Boarding / Glazing providers		
Security		
Catering		
Logistics / Transport		
Other		

Alternative premises if it is considered necessary close or partly close the premises including for residential pupils (for example, partner school / college / leisure centre) must be pre-arranged

Name of venue	
Type of venue	
Contact name	
Contact telephone number	

Technology Checklist

Prior to the occurrence of the incident, check the following:

Network / IT failure	Comments /information
Is essential school data backed up off site?	
Is essential school kept on paper file?	
Do you have secure cloud-based services?	
Do you have laptops/tables that can work offline?	
Do you have paper contingencies for record keeping, such as registers, accident forms etc.?	
Can you revert to paper-based activities?	
Do you have a data recovery plan?	
Can you forward calls to a school mobile?	

Post Incident review Checklist

The most important consideration is the health and wellbeing of all those involved and or affected by the incident or events. Where necessary school will seek additional help from the Local Authority, Welsh Assembly Government Education Department.

Support & Assistance for pupils, parents / carers and staff

Post incident support - assistance for pupils, parents / carers and staff	Completed: Sign / time / date
Identify pupils, parents/carers and staff who may be particularly affected by the incident	
Consider requesting support from educational professionals and or other organisation (such as the Local Authority, Samaritans, NSPCC etc. that are suitably trained)	
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	
Ensure that staff and pupils have access to breakout areas where they can take timeout	
Consider how it is appropriate to debrief all staff and pupils, and by whom	
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. Consider creating a safe space for pupils to record messages, and/or utilising IT	
Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this	
Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected	
Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention	
Cancel or rearrange any events which are inappropriate	
Be sensitive about the demands on staff and pupils where appropriate consider deferring/cancelling activities	
Send a communication (letter/email) to debrief parents / carers with information about: the nature of the incident, action taken, arrangements for support, what further actions the school is taking (i.e. lessons learned), who they can contact to discuss further	
Provide parents / carers with appropriate updates and information	
Do not make public any sensitive / confidential information about individuals	
Consider organising an event for parents / carers to discuss any issues or concerns they might have	
If pupils or staff who were particularly affected by the incident leave school, consider notifying the headteacher of the new school ensuring confidentiality and sensitivity	
Ensure that new staff and pupils are aware of the incident, and how it affected the school community	
Follow return to work school procedures to make returning to school as easy as possible	
Ensure that the appropriate support is in place for as long as necessary	

Additional consideration should be given to:
Funeral arrangements and religious activities
Remembrance activities and memorials, including how it is appropriate to mark anniversaries etc.
Support families and the local community if affected by the incident (e.g. community events, fund raising
Any media activities
Any building works including and security or safety improvements
Review of appropriate policies and procedures